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ABSTRACT

These hearing transcripts present testimony concerning S. 3134, the Ready to Learn Act, which is designed to expand the production and distribution of educational and instructional video programming; support educational programming for preschool and elementary school children, parents, child care providers, and educators of young children; and expand the education services of Head Start programs. Much of the testimony was from members of congress, educators, and representatives of education organizations concerning the efficacy of specific educational television programs and activities related to the Act, including the Ready To Learn Channel, which daily offers six hours of educational programming for preschool children in some areas of the country. Testimony was heard from: (1) Senators Daniel K. Inouye, Thad Cochran, Claiborne Pell, Christopher J. Dodd, and Paul D. Wellstone; (2) Representative Ron Wyden; (3) the co-chair of Parents United for D.C. Public Schools; (4) the president of Action for Children's Television; (5) a member of the National Education Goals Panel Readiness Resource Group; (6) the president of the Corporation for Public Broadcasting; (7) the vice-president for children's programming of public television station WGBH in Boston; (7) the president of the Children's Television Workshop; (8) and a representative of South Carolina Educational Television. The Ready To Learn Act, Public Law 102-545, Oct. 27, 1992 is attached. (MDM)

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READY TO LEARN ACT

HEARING OF THE COMMITTEE ON LABOR AND HUMAN RESOURCES UNITED STATES SENATE ONE HUNDRED SECOND CONGRESS SECOND SESSION ON S. 3134

TO EXPAND THE PRODUCTION AND DISTRIBUTION OF EDUCATIONAL
AND INSTRUCTIONAL VIDEO PROGRAMMING AND SUPPORTING EDU-
CATIONAL MATERIALS FOR PRESCHOOL AND ELEMENTARY SCHOOL
CHILDREN AS A TOOL TO IMPROVE SCHOOL READINESS, TO DE-
VELOP AND DISTRIBUTE EDUCATIONAL AND INSTRUCTIONAL VIDEO
PROGRAMMING AND SUPPORT MATERIALS FOR PARENTS, CHILD
CARE PROVIDERS, AND EDUCATORS OF YOUNG CHILDREN, TO EX-
PAND SERVICES PROVIDED BY HEAD START PROGRAMS, AND FOR
OTHER PURPOSES

AUGUST 5, 1992

Printed for the use of the Committee on Labor and Human Resources

PS 022897

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READY TO LEARN: TELEVISION AS TEACHER

WEDNESDAY, AUGUST 5, 1992

U.S. SENATE,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The committee met, pursuant to notice, at 9:52 a.m., in room SD-430, Dirksen Senate Office Building, Senator Edward M. Kennedy (chairman of the committee) presiding.

Present: Senators Kennedy, Bingaman, Thurmond, and Cochran.

OPENING STATEMENT OF SENATOR KENNEDY

The CHAIRMAN. We'll come to order.

I want to indicate to our witnesses today that we are having a briefing on Bosnia at 11:30, regarding the conditions there particularly with regard to children, and we want to have the opportunity to attend that briefing, given the enormous tragedy that is unfolding there as in many other parts of the world. So we are going to move the hearing right along. We'll have an opportunity to hear all of the witnesses and ask questions, and we hope that our witnesses will complete their testimony, but be as brief as possible.

When E. B. White was first introduced to television in 1938, he said he hoped it would be "the test of the modern world, a soaring radiance in the sky." Half a century later, television is clearly a pervasive influence in our modern society, and our hearing today is an attempt to assess its current and potential role in meeting one of the most important of those tests—preparing children to learn.

Television is in 97 percent of the homes in the United States. It is a proven, highly cost-effective source of information and education. It is also a tutor, a babysitter, and a counselor. By the time the vast majority of children go to kindergarten, they will have attended electronic preschool, and spent 4,000 hours in front of the television set.

Each year, 19 million preschoolers watch 14 billion hours of television. The average child watches 28 hours of television every week. By the age of 14, a child has seen 13,000 televised murders. It is time to send a different message.

Television has the capability to be a remarkable teacher—an excellent supplement to traditional school. Ninety-seven percent of all classrooms in Japan make use of educational television. In contrast, the United States gives much lower priority to this form of encouraging learning. The youngest preschool children are ignored at a time when they are most receptive and impressionable, and their skills for later learning are being shaped.

(1)

It is clear that we can do better. We can use television more effectively to facilitate learning by children and students of all ages. By failing to take full advantage of this powerful teaching medium, we are selling ourselves, our children and our country short.

We have made worthwhile progress in the past. Public television and the Children's Television Workshop have provided outstanding choices for young audiences. Programs like "Sesame Street" and "3-2-1 Contact" capture the minds and imaginations of children, but there is much more that needs to be done. Japan and Britain each provide more than five times our yearly volume of new children's programming.

We are all well aware of the extreme inequalities in American education. Far too many children find their futures permanently blighted by the lack of even minimal educational opportunity. By limiting quality educational programming to cable TV and pay-per-view stations, we are sending a message that money buys education and ignoring a large share of the population.

Currently, cable television offers some quality children's programming, and it is available in 60 percent of the country's households. But that leaves 40 percent of the population with no access to this alternative.

In an effort to deal with this challenge and provide more alternatives for children and parents, I am today introducing the "Ready to Learn Act." It will require the Department of Education to set priorities for the educational needs of preschool and elementary school children and support initiatives to achieve these priorities through the production and distribution of quality educational television programming for children, parents and caregivers.

The Department will also be authorized to support grants for the development and distribution of training materials for parents and child care providers. The bill also designates a "Ready to Learn" channel for educational programs on one channel of the new public broadcasting satellite to be launched next year.

These measures are a logical and necessary step in any comprehensive plan for school reform. The cost is modest. The bill authorized \$50 million for this initiative for fiscal year 1993 and such sums as may be necessary in 1994 through 1997. Although the bill is being referred to this committee, we will also be working closely with the Commerce Committee, and we look forward to their expertise and assistance.

This morning, we will hear from distinguished witnesses with backgrounds in television, education, children's advocacy, and child development. Together, our goal is to help television live up to its vast untapped potential for educating America's children.

We are delighted this morning to start our hearing with a very good friend, my colleague Senator Inouye of Hawaii, who has a distinguished record of leadership in the field of educational technologies. As chairman of the Subcommittee on Communications, Senator Inouye has led the way in supporting innovative use of technologies, such as those employed in the statewide Hawaii Interactive Television Service and the Sky Bridge Program. He has also been a strong supporter of quality children's television.

We are honored to have him join us today, and we look forward to his testimony. We acknowledge the continued leadership that he

has provided in this area going back to 1990 and before, and we are enormously appreciative of the opportunity to work closely with him as we move forward in this area.

Senator Inouye.

**STATEMENT OF HON. DANIEL K. INOUE, UNITED STATES
SENATOR FROM THE STATE OF HAWAII**

Senator INOUE. Mr. Chairman, I thank you for the very generous introduction and welcome. I am most pleased and honored to work with you on this measure that you will be introducing today.

Twenty-three million Americans are illiterate. Another 30 million are semi-literate, lacking skills beyond the eighth grade level. And this number will increase at an annual rate of 1.6 million. One out of every eight 17 year-olds is illiterate. Twenty percent of all American workers are illiterate. Illiteracy caused approximately \$240 billion a year in lost productivity, crime, accidents, employee errors, training programs, welfare assistance and remedial education programs.

The most effective way to address this problem is to start with our children. That's an obvious statement. Our children are this Nation's most valuable resource, and we need to pay special attention to their needs. Child by child, we build this Nation, and we need to ensure that they are equipped to meet this enormous responsibility.

Children, especially young children, watch television a great deal, and I am certain all of you are familiar with the startling statistics, that by the time a child graduates from high school, he or she will have spent more time in front of the television set than in the classroom.

American children spend anywhere from 11-28 hours a week watching television in their homes—and I believe the average is about 24 hours a week in front of the tube. By the time most children reach the age of 18, it is estimated that they will have watched between 15,000 to 20,000 hours of television, while they will have spent less than 13,000 hours in school.

Television is thus the child's window to the world. To some reasonable extent, it should not only entertain but also inform and educate. At the same time that our children are watching more television we place an extraordinary load upon the shoulders of our teachers. At one time, teachers were highly-respected members of the community. Unfortunately, Mr. Chairman, that is no longer true. Teachers used to be well-paid, but they are no longer, especially in comparison to the job we ask them to do.

Today we want them to be, in addition to a teacher, a babysitter, a substitute parent, a disciplinarian, and much, much more.

We must invest in our future by devoting more resources to reach youngsters in their prime learning ages. There is an abundance of evidence that technology can be very effective in supplementing children's education both at home and in school. Bridging the separation between student and teacher through distance learning makes the potential for education limited only by one's imagination. Public television is one example of how our Federal support can be used to promote the use of television for education.

For 30 years, public television stations have provided their local schools and State educational institutions with technical expertise and quality programs to supplement classroom instruction. Local stations and PBS are harnessing the power of television to improve educational opportunity across the country.

Mr. Chairman, public television reaches over 29 million students in nearly 70,000 schools, from kindergarten through 12; 1.8 million teachers use public television's educational services; annually, 1,500 instructional programs, including math and science, are distributed via satellite, and many more are distributed by local stations.

As you have indicated, Mr. Chairman, Hawaii Public Television serves as an example of what public broadcasters are doing to serve their communities. Hawaii Public Television operates the Hawaii Interactive TV Service, or HITS, a four-channel, closed-circuit, statewide TV system used for educational purposes, training and management conferences. The University of Hawaii offers 60 hours of tele-courses, and the Hawaii Department of Education offers 35 hours of educational programming on this system.

The HIT system is also used to provide child care training for the "Sesame Street" Preschool project, which is designed to increase the impact of "Sesame Street's" educational and social messages. The system is also used by senior citizens to communicate with each other on the other islands.

Public television is not the only provider of educational TV programming. In fact, Mr. Chairman, every State has one or more programs using TV, cable, computers, and/or telephone systems to supplement and expand the educational offerings available to students and residents.

The Communications Subcommittee of the Commerce Committee held a hearing on the use of telecommunications technology and education last week. Mr. Chairman, there was general agreement that while the use of telecommunication technology in education is increasing in schools and universities and homes, there remains a great deal to be done before we reach the goal of using technology to its fullest educational possibilities. There is a need for more programming, equipment and teacher training.

The bill authored by you, Mr. Chairman, contains provisions to address each of those issues and therefore represents an important step in our efforts to expand the use of television as a teacher.

Mr. Chairman, I support the goals of your bill and hope that we can build on this next Congress to develop a comprehensive program to more effectively use our limited Federal resources to promote the use of television and other telecommunication technologies for education.

In closing, I wish to once again commend you, Mr. Chairman, for your initiative, and I look forward to working with you to achieve our common goals.

Thank you, Mr. Chairman.

The CHAIRMAN. Thank you very much, Senator.

As I mentioned in my opening comments, your involvement in this is well-recognized by all of us in the Senate.

Also here this morning is Senator Bingaman, who has been the real leader in the area of new technologies on the Armed Services

Committee, and he has been very interested in finding more effective ways of using those technologies in the area of education.

So we are looking forward to working closely with you and the other members of your committee as we move along in this very important and significant area, and we are very grateful to you for taking the time this morning to be with us.

Senator INOUE. Mr. Chairman, I am pleased to share with you that Senator Bingaman has started the process. He participated in our hearings in the Commerce Committee.

I'd like to be excused, if I may. We're handling money right now in Appropriations.

The CHAIRMAN. Certainly. Just keep Massachusetts and New Mexico in mind, please. [Laughter.]

Senator INOUE. We're doing exactly that, sir.

The CHAIRMAN. Thank you very much.

Senator INOUE. Thank you, sir.

The CHAIRMAN. We are delighted to have Congressman Wyden, who has taken the lead on children's television in the House join us. We are pleased that he is here today to support the Ready to Learn Act, and we look forward to hearing from him. We have had the good opportunity to work with the Congressman on a wide variety of issues, most recently on the issues involving the cost of prescription drugs, but we'll save that for another day.

Senator Bingaman, I would ask if you wish to make any comments?

Senator BINGAMAN. No, Mr. Chairman. I appreciate the chance to be here, and I look forward to the testimony. Thank you, Mr. Chairman.

The CHAIRMAN. We are about to move forward with Congressman Wyden, but I would note the presence of Senator Thurmond and would be glad to recognize him for any comments before we go forward with the witness.

Senator THURMOND. Thank you very much.

We are very pleased to have you here, Congressman Wyden, and thank you for your appearance.

The CHAIRMAN. Thank you.

Congressman Wyden, please proceed.

STATEMENT OF HON. RON WYDEN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF OREGON

Mr. WYDEN. Mr. Chairman, thank you very much for your graciousness in allowing me to come. I would ask unanimous consent that my statement be put in the record.

The CHAIRMAN. It will be placed in the record as if read.

Mr. WYDEN. Thank you, Mr. Chairman.

You were very brief when you were over at the Commerce Committee last week, and I'm going to try and see if I can be almost as succinct as you were.

I think we know that in a couple of weeks, millions of kids are going to be going back to schools all across this country, and a substantial fraction of them are simply not ready to learn. And what we're talking about here is not a trifling matter. We're talking about kids who may now know their names, who may have virtually no generalized knowledge about the kind of information that

they need to be functioning in our society, and we have an enormous challenge here.

One of the reasons that I think your hearings are so important is that I would hope we could issue a challenge to both political parties this fall and both Presidential candidates to take on this issue, because I think what we've got to do now is go beyond summits, go beyond some of the rhetoric, and get into the nuts and bolts of getting our kids ready to learn, which is what you and Senator Bingaman have done.

I think we all understand that there are a variety of key components to this strategy. Certainly, expanding Head Start and the WIC program and others is essential. Senator Bingaman has done an extraordinary service in terms of promoting new technologies. But one of the reasons that your television initiative is so important, Senator, is that I believe television could have a major impact quickly in terms of our ability to get young people ready to learn.

Just a little bit of history might be relevant here. What is so sad about this debate is that the commercial television networks are actually doing less than they did decades ago to make sure that there was good quality preschool programming.

I grew up, for example, watching "Captain Kangaroo," and you'd have kids and parents sitting side by side, getting the benefit of that wonderful program. Today there is no such show. I've got a 3 year-old daughter, Lily, and she tunes in to public TV. She watches "Barney and Friends," "Sesame Street," and the like. But public television should not have to carry this all by itself.

I think it is high time we said in this country that for the commercial television networks, one of the preconditions to getting a broadcast license renewed is they would have to offer a fair measure of preschool programming every day during the week.

The last point I want to mention is that I think it is well understood that if you get good preschool programming on the air but you don't involve the parents, it is going to be hard to make progress. So I would really urge that we see this as a joint strategy between Government, between the commercial television networks, between the public broadcasters and cable. Under the legislation Congressman Price and I have introduced, we call for that involvement by cable and the public broadcasters. But a key piece of this is parental involvement. Here is a chance to mobilize across this country parents and families to get our kids ready to learn.

So I think what you are doing is extraordinarily important. On the House side, I have introduced "Ready to Learn" legislation that is modelled after the complete Boyer bill which includes Head Start and various kinds of social service programs. But what is important about what you are doing is that I think we can move that television piece quickly. That's an aspect of this that we ought to pull out all the stops on to get in place now so we can involve the kids and the parents.

I look forward to working cooperatively with you.

The CHAIRMAN. We thank you very much, Congressman. You have given this a good deal of time and attention. We have spent considerable time in this committee both on the Head Start programs, the early education programs and the Star Schools programs. We really believe that is an enormously important compo-

nent of school readiness, particularly as it applies to preschool children, and we are looking for ways of impacting through this media. I am on board in terms of the licensing, I'm just not sure how far we can get on that issue, or even finding out the number of stations in compliance with the 1990 Act in terms of realizing that goal. Of course, we were enormously disappointed with the regulations that were drafted for the 1990 Act by the administration, but we are going to pursue this, and we want your help and guidance on it, and we are very grateful to you for taking the time to be with us here today.

Mr. WYDEN. Thank you, Senator.

The CHAIRMAN. Senator Thurmond, do you have any questions?

Senator THURMOND. Mr. Chairman, I have a conflict of committees. Could you give me about 3 minutes to make an opening statement and introduce someone from my State?

The CHAIRMAN. I certainly will. The Senator is recognized for that purpose.

OPENING STATEMENT OF SENATOR THURMOND

Senator THURMOND. Mr. Chairman, it is a pleasure to be here this morning. Today we will receive testimony on how instructional video programming and satellite technology can be further tapped for education purposes.

Over the past decade, this country has made significant progress in the use of television and related technologies for educational instruction. Just a few years ago, it was a privilege for me to support the establishment of the STAR schools program, which allows participating high school students in rural areas to take courses by way of satellite. Through this program, STAR school students can take courses in subjects such as Russian and Japanese, which would otherwise have been unavailable.

In addition to the STAR schools program, satellite instructional technology will be used this fall to provide professional development training for Head Start teachers. Known as the Early Childhood Professional Development Network, this national demonstration project will bring the most up-to-date training to Head Start teachers in South Carolina, Alaska, Illinois, Kentucky, Maine, Mississippi, Montana, Nevada, New Mexico, New York, South Dakota, Texas and Washington.

In this regard, I am pleased to welcome to the committee today the director of this project, Dr. Carolyn Dorrell of South Carolina ETV.

Dr. Dorrell, would you mind standing up, please? Thank you very much. Dr. Dorrell, I am delighted that you can be here and share with the committee your expertise on distance learning technologies and instructional video programming. South Carolina ETV has been a leader in the development of distance learning and has made significant contributions in this area of education. It is through your testimony and that of the other panelists that this committee can further develop and refine appropriate Federal policy in this area.

Again, it is a pleasure to be here, and I look forward to reading the testimony later. I regret I have a conflict, and I thank you very much, Mr. Chairman, for your courtesy.

The CHAIRMAN. Thank you very much.

Senator Bingaman.

Senator BINGAMAN. Let me just compliment Congressman Wyden for the leadership he has provided on this. He has been working in the vineyards, trying to get attention to this issue for a very long time, and I agree with him that it is something we can get done; we can actually make progress on this, and there is no reason this needs to get caught up in the political divisiveness of the campaign. It is something we ought to get on with, and I think everybody who spends a little time focusing on it acknowledges that.

Mr. WYDEN. Senator, if I could make one last point, and it ties in with what Senator Kennedy was saying, on the point of requiring some preschool programming with respect to the relicensing evaluation. At a minimum, we could say that preschool programming was one criterion that would have to satisfy the public interest obligation.

It just seems so sad that across this country, with millions of kids watching billions of hours of television a year, literally grazing on all of this violence and junk food commercials and the like, we can't have some modest requirement—as Ernie Boyer suggested, even one hour a week might make a difference. It is hard to see how Western civilization is going to fall apart if those networks would have to do a little bit of preschool programming for the kids.

The CHAIRMAN. Amen.

Thank you very much.

Mr. WYDEN. Thank you, Mr. Chairman.

The CHAIRMAN. We welcome our next panel, which includes Bernice Smoot. Bernice Smoot knows even better than the experts what today's children are actually watching on television. Currently co-chair of the Parents United for DC Public Schools and a former PTA president and Zone 6 coordinator, she is here today to speak as a concerned parent and citizen. Ms. Smoot first became interested in education issues when her daughter Janece, who we are extremely pleased to have with us today, first started attending public school. Janece is now 9 years old and perhaps our best expert witness.

Peggy Charren needs no introduction. A leading advocate for quality children's programming for decades, she is president and founder of Action for Children's Television. Peggy held the first annual symposium on children's television and subsequently has testified many times on this issue before Congress. Recently, after 23 years of hard work and dedication culminating in the passage of the Children's TV Act of 1990, ACT has formally begun to disband, but Ms. Charren continues to be a respected consultant on children's television and is involved with the Campaign for Kids' TV. We are honored to welcome her here this morning.

Dr. Nicholas Zill is the executive director of Child Trends, a non-profit research center located in Washington. He has been a member of the National Education Goals Panel Readiness Resource Group. Mr. Zill helped the U.S. Department of Education design and analyze the early childhood portion of the National Household Education Survey, and he is extremely knowledgeable on the education and well-being of children and the functioning of families in this country. We look forward to his testimony.

Ms. Smoot.

STATEMENTS OF BERNICE SMOOT, CO-CHAIR, PARENTS UNITED FOR DC PUBLIC SCHOOLS, WASHINGTON, DC, ACCOMPANIED BY JANECE SMOOT; PEGGY CHARREN, PRESIDENT, ACTION FOR CHILDREN'S TELEVISION, CAMBRIDGE, MA; AND NICHOLAS ZILL, DIRECTOR, CHILD TRENDS, INC., AND MEMBER, NATIONAL EDUCATION GOALS PANEL READINESS RESOURCE GROUP, WASHINGTON, DC

Ms. SMOOT. Good morning, Mr. Chairman, Senator Bingaman.

I have to tell you that I am very pleased to be able to be here today because it is not very often that concerned parents get to speak out loudly about the needs for their children, except when you are sort of screaming at the top of your lungs at home, wishing things would change.

I just want to say that it seems to me that network television executives prefer not to live in the real world. It concerns me that they prefer instead to sit in ivory tower offices and dictate and create programming that they think emulates the real world.

It would be easy for them to argue for the right to simply create and air whatever will sell. But for those of us who live in the real world, we know that things are not quite that simple.

For example, as a mother, I have the right, supposedly, to feed my children as I wish. But if I choose to feed my children doses of poison each day, once discovered, I would be held responsible for not providing adequate nourishment, liable for the damage my lack of responsibility has inflicted upon my children.

Network television executives must realize that what they produce in ivory tower suites impacts our real world. They must also realize that like the rest of us living in this real world, they must provide adequate viewing nourishment, or be held liable and subject to regulatory intervention.

Presently, network television is literally getting away with murder. Executives are freely feeding our children doses of poison each day and making a fortune doing it. Sure, we parents have to regulate what our children watch, but if we are to let our children watch television at all, it gets down to a matter of trying to choose which is the least amount of poison, because very, very little of what is available on network television is truly good for children.

In my case, my daughters are ages 9 and 4. At age 5 or so, I can recall my daughter Janece having nightmares after watching the 6:00 news. She saw graphic depictions of murder, heard graphic details of crime—one horrifying incident after another—and that first night after seeing it, it was very disturbing. She woke up crying, she had nightmares, and I had to stop letting her watch the news at that early an age.

Now, for the most part, she stays apprised of current events by articles I select for her to read from the newspaper, and we have to interpret the words together.

As for television, both of my children now watch acceptable videos that my husband and I choose to rent, or public television programming. My 4 year-old daughter Kristina's favorites are "Sesame Street," any nature series, and, for some reason I haven't yet figured out, those culinary arts shows where the cooks are doing

fancy things in the kitchen. But by and large, network television is out, with the exception of things like "The Cosby Show."

There was a time when all of society embraced and nurtured its children, from the men on the corner who owned the store and wouldn't let Johnny buy ice cream before dinner, to network executives who were then very concerned about airing anything that even might offend the viewing family.

But today there appears to be a race to see who can get away with showing how much sex, how much murder, how much brutality.

It can be argued that this is what viewers want, but I have to modify that a little bit to say that this is what viewers have come to expect. Thanks to years of the media force-feeding bits of violence here and there, we have come to believe we are not entertained unless we are shocked and horrified.

I can remember as a child forcing myself to watch "The Outer Limits" and "Twilight Zone" and then being unable to sleep. It seems that once I had outgrown "Captain Kangaroo" and "Romper Room," there were no mental challenges left, so instead I pacified myself with emotional stimulation.

Today in the real world, there are so many single, working heads-of-household in so many homes where both parents work. In my household, my husband and I both work, and I work quite a bit of overtime. Because child care is expensive, as soon as children are old enough to go home after school alone, they are sent there. And what do most of them do when they get there? They turn on the television.

Television has become the ultimate babysitter. Well, babysitters must be responsible for the children left in their care.

Everyone talks about the need to get back to values. Well, I can't think of a more important one to return to than the value of nurturing our children. It is no longer fair or reasonable for an entity that impacts virtually every American family not to have some responsibility for what it feeds that family.

It is no longer enough to say we have the right to choose what we watch, because in instances where many families do not have access to cable or public television, network television is the only choice. And no matter which network station you turn to, the viewing options are essentially the same—news at 5, 6, and 11; sex, violence and ho-hum comedy in between.

In the real world, in my real world, our black children are having a very tough time. We live with violence in our streets, and in many cases the violence is in our homes. In DC., there is an increasing number of reported incidences of child abuse and neglect that is occurring in the home. Younger and younger girls are becoming mothers. Younger and younger boys are becoming killers.

Outside of heavenly intervention, the only thing that can change our children's lives for the better is education. Yet in our schools, this is woefully lacking.

While we parents and our Government work to put quality education back in our schools, businesses like network television must work to put quality education programs in our homes. It is socially irresponsible to omit educational programming.

Is it right for Government to force media moguls' hands in this regard? Well, I say that in cases where adults have proven themselves irresponsible in their ability to do what is right and necessary, there must be regulation. Otherwise, negligence and irresponsibility will continue to go unchecked.

The Ready to Learn Television Act of 1992 seems headed in the right direction. It is an important step toward regulating the irresponsibility of ivory tower executives who have grown rich feeding our children and the rest of us daily doses of poison. Can they provide educational programming and continue to prosper? Somehow, I would find it incredibly hard to believe that the same creative minds that have so successfully managed to get an entire society to relish a diet of blood guts and horror—which, by the way, does us no good—would have any difficulty whatsoever coming up with a nutritious U.S.-required daily allowance of educational sustenance that could benefit all of us tremendously.

All they need, I believe, is the right challenge and a ticket back into the real world. I am hopeful that the testimony presented here today will be that ticket, and I am hopeful that those of you who have the responsibility can give them the challenge.

Education is our Nation's salvation. It is no longer "us versus them." "They" live with us, they work with us, they travel among us, and if we ignore their needs, the needs of children, then when they grow up to become killers, we cannot point our fingers at them. We can only point them at ourselves.

If you need proof that education can save the plight of our society, then you need only look at those who are presently incarcerated to see that the majority of them are either uneducated or under-educated, and then if they do receive the education, they have less likelihood of returning to the prison system. I think that is a clear indicator that education and educational television can help make a difference, and by God, it must.

Thank you.

The CHAIRMAN. Thank you. That was very eloquent testimony.

Janece, I want to tell you how much we appreciate your being here, and we are very glad that you came today. We hope you can just relax, and we'd be glad to hear from you.

Did you have something that you'd like to say? Could you tell us a little bit about your favorite programs?

Miss SMOOT. My favorite programs are "Full House," "Bill Cosby," and that's about it. I usually don't watch TV a lot, because I love playing with my toys in the basement, and I don't get around looking at TV a lot. So when I watch TV, those are the usual TV programs that I watch.

The CHAIRMAN. Does your mother encourage you to do other things rather than watch television?

Miss SMOOT. Yes.

The CHAIRMAN. I thought I knew the answer to that one.

Ms. SMOOT. Why don't you tell Senator Kennedy what I tell you to do when you ask me about watching television?

Miss SMOOT. Read a book and play with my toys. [Laughter.]

The CHAIRMAN. Very good. Are you a good student?

Miss SMOOT. Yes.

Ms. SMOOT. Why don't you tell Senator Kennedy what you got on your last report card?

Miss SMOOT. Straight A's.

The CHAIRMAN. Very good. That's wonderful. Congratulations to you, and we're very glad you are here.

The CHAIRMAN. Peggy Charren.

Ms. CHARREN. It's a pleasure to be here again. I am glad that Congress is so persistent on an issue that I have been talking about for so long. It's nice that you haven't gotten tired of it.

The CHAIRMAN. It takes a little while to learn, but once in a while we follow some good advice.

Ms. CHARREN. I'd like to submit my testimony and try and shorten it, because I know that you have a time limit problem, and endorse your remarks and those of others things morning, which sound remarkably like my testimony, too.

I think that people who care all recognize what television can do for children; that too often it all seems like Pandora's box, it can become a magical Aladdin's lamp. I started out 24 years ago really because I love television when it is wonderful, not because I was trying to get anything off the air.

I want to make some additional points about public broadcasting. I think that public broadcasting is a valuable national resource, and I would strongly consider getting rid of my set if something ghastly happened to it. It is really different from every other channel that comes into the home. Although cable does provide some of the stuff that was missing from network television, it really does not do what commercial television does, and I believe it never will, no matter how many channels we have. We need a publicly-funded system.

It is particularly important to note that PBS service to kids is commercial free. It is uninterrupted by those messages telling them that it's what you have and what you can get that counts, and not who you are and what you know, which is what you learn from public broadcasting.

Too often commercial television is used to educate children to behave as a market segment, to lobby for products they don't need or cannot afford—to consume instead of to save.

Now, the lack of choice in the children's TV menu is what prompted Congress to enact the Children's Television Act, and I imagine some people might say, "Oh, here she is again. Wasn't it enough that she got the children's television bill, and why is she back?"

That bill put a congressional spotlight on the scarcity of informative programming for young audiences. The law requires broadcasters to serve the educational and informational needs of children, including programming specifically designed to serve such needs—and I remember how tough it was to get "specifically designed" into that law. The target audience for that program provision is 2 to 17 years of age. Most 16 year-olds, I know, if they were referred to as "children," would react very strongly.

Predictably, most broadcasters are trying to circumvent the law. They are attempting to redefine their animated adventure fare, obviously created primarily to entertain, and they state in license renewal forms now that these shows were designed to educate.

Most stations are aiming their one-and-only, once-a-week, so-called "FCC compliance show"—not "children's educational program," but "FCC compliance show"—as if 30 minutes out of a week of 24-hour-a-day programming is enough for these kids—they aim them at teenagers because they hope those programs are going to pick up younger viewers and some adult viewers and enhance their audience.

Some network and station executives are thumbing their noses at the law altogether. NBC affiliates have replaced Saturday morning cartoons, which certainly were not a tremendous public service, with the "Today" show—not a "Today" show for kids, but yet another "Today" show for adults—without adding any service to children on weekdays.

Electronic Media on July 13th reported a rather strange response from Rusty Durante, vice president and general manager of KVVU, the Fox station in Las Vegas. When he was asked, "What programming works best for you in the summer?" he replied, "The younger skewing stuff during the summer, obviously, with kids out of school. Some good examples are 'Arsenio Hall' and 'Studs,' which are late night." I brought a copy of the clipping with me in case you don't believe this. "They perform much better in the summer because kids can stay up later to watch them." Let's hope he doesn't use "Studs" as his FCC compliance show.

Concerned groups of parents, pediatricians and teachers are going to be working in their communities to counter this irresponsible response to congressional concern, and this bill will help stations pay attention when the community comes to call.

But it is obvious that even if the law starts to work for children, it is unlikely to serve the education needs of children under 7. According to a cover story in Media Week on June 22nd, 3.6 million kids have disappeared from the Saturday morning TV audience since Nielson introduced "people meters" in 1987. Anybody who thinks kids are going to push "people meters" hasn't tried to get them to clean up their room. With audience size determining the price paid for commercial time, networks and stations are worrying that advertisers are getting some kids for nothing.

Media Week states that the core of Nielson's plan to deal with this children's TV problem is "the hiring of child specialists' who will be trained with the help of child psychologists. They will go out with Nielson field representatives to motivate kids to use the people meter." Here we have the perfect example of commercial TV's attitude toward motivating and educating children.

The goal is not to improve children's readiness to learn in school or anywhere else, but to teach our most vulnerable citizens to push ratings buttons so advertisers can teach them what to want out of life.

The goal of advertisers to maximize audience is especially destructive to children, because the 2 to 12 year-old audience is the most diverse 10-year period in human development. Some 2 year-olds can hardly walk, and some 12 year-olds are having babies. Just about any adult, with the possible exception of our Vice President, can enjoy "Murphy Brown," but songs and stories designed for 4 year-olds cause 8 year-olds to change the channel. The better

the program, the less likely it is to attract the larger share of the 2 to 12 year-old audience.

An added problem for programmers who deal in demographics is that very young children are less effective lobbyists for the purchase of toys and food than their older siblings.

I have outlined some of the reasons I strongly support the Ready to Learn Act. As a matter of national education policy, we must take advantage of the fact that the TV screen is one of the most powerful, cost-effective—and that's an important word these days—instruments of education the world has ever known. A Federally-funded, free-from-commercials, Ready to Learn satellite channel under the auspices of public broadcasting, providing programming for children and for parents, will help to fill some gaping holes in America's TV schedules. And this bill does recognize that parents and other caregivers need help to help children learn, and it recognizes that new technologies are going to make all kinds of things possible at the place where children are being taught.

I think it is obvious that this bill will give children, parents, and all Americans a head start toward a better world for kids. And I want to say something that is very important to me—you can see I like to come back and forth to Washington—after this project gets off the ground, I hope I can testify at a hearing to help TV better serve children from 7 to 11.

Thank you very much.

[The prepared statement of Ms. Charren follows:]

PREPARED STATEMENT OF PEGGY CHARREN

I am Peggy Charren, president of Action for Children's Television (ACT), a not-for-profit child advocacy group dedicated to improving children's television and eliminating commercial abuses in children's media. I appreciate the opportunity to testify today on new legislation designed to insure that every child enters school ready to learn. Children in the United States today spend nearly 4 hours a day watching TV, more time than they spend in the classroom or in any activity except sleep. Many people worry about the effects of television on children.

They worry about incessant exposure to violence. Are children learning that aggressive behavior is an acceptable solution to problems?

What are the effects of TV's racial and sexual stereotypes?

Has TV's rapid-fire delivery affected children's ability to learn?

Although that TV set in over 98 percent of our homes too often seems like Pandora's Box, it can also become a magical Aladdin's Lamp. It can offer our youngest viewers the opportunity to learn about a wide variety of places, people, occupations, ideas, lifestyles and value systems, many of which will affect the way they will live the rest of their lives. It can teach them to value poetry and music, freedom of expression and peace. It can empower them to make their world a better place.

One broadcasting entity that does meet the needs of children is, of course, the Public Broadcasting Service. PBS, since its inception 25 years ago, has been a constructive alternative to commercial television and has had a profound and positive effect on children's lives. PBS has pioneered many creative programs for young people—Mister Rogers Neighborhood, Sesame Street, Reading Rainbow, Long Ago and Far Away, for example—and has made TV learning both in school and at home a high adventure.

It is particularly important to note that PBS service to kids is commercial-free, uninterrupted by messages telling them that it is what you have and what you can get that counts, not who you are and what you know.

Too often, commercial TV is used to educate children to behave as a market segment, to lobby for products they don't need and cannot afford, to consume instead of to save.

American commercial cable companies, local stations and national networks are corporations with a responsibility to shareholders to maximize profits. Maximum diversity of service to the television public does not usually go hand in hand with maximum profits.

The lack of choice in the children's TV menu prompted Congress to enact the Children's Television Act of 1990, putting a congressional spotlight on the scarcity of informative programming for young audiences. The law requires broadcasters to serve "the educational and information needs of children through the licensee's overall programming, including programming specifically designed to serve such needs." The target audience is defined by the law as 2 to 17 years of age for the program provision.

Predictably, most broadcasters are trying to circumvent the law. They are attempting to redefine their animated adventure-fare, obviously created primarily to entertain, and state in license renewal forms that these shows were designed to educate. Stations are aiming what they call their one and only "FCC compliance show" at teenagers, hoping these programs will also pick up younger viewers and young adult audiences.

Some network and station executives are thumbing their nose at the law. NBC affiliates have replaced Saturday morning cartoons with an extension of "the Today show," without adding any service to children on weekdays.

"Electronic Media" (July 13) reported a rather strange response from rusty Durante, vice president and general manager, KVVU-TV, the Fox station in Las Vegas. When asked, "What programming works best for you in the summer," he replied: "The younger skewing stuff during the summer, obviously, with kids out of school. Some good examples are 'Armenio Hall' and 'Studs,' which are in late night. They perform much better in the summer because kids can stay up later to watch them."

Let's hope he doesn't plan to use "Studs" as his "FCC Compliance Show!"

Concerned groups of parents, pediatricians and teachers will be working in their communities to counter this irresponsible response to congressional concern. But it is obvious that even if the law starts to work for children, it is unlikely to service the education needs of viewers under seven.

According to a cover story in "Media Week" (June 22), 3.6 million kids have disappeared from the Saturday morning TV audience since Nielsen introduced people meters in 1987. With audience size determining the price paid for commercial time, networks and stations are worrying that advertisers are getting some kids for nothing. "Media Week" states that the core of Nielsen's plan to deal with this children's TV problem is "the hiring of 'child specialists' who will be trained with the help of child psychologists. They will go out with Nielsen field representatives to motivate kids to use the people meter."

Here we have a perfect example of commercial TV's attitude toward motivating and educating children. The goal is not to improve children's readiness to learn in school or anywhere else, but to teach our most vulnerable citizens to push ratings buttons so advertisers can teach them what to want out of life.

The goal of advertisers to maximize audience is especially destructive to children because the 2-to-12 year-old audience is the most diverse 10-year period in human development. Some 2-year-olds can't walk, and some 12-year-olds are having babies. Just about any adult (with the possible exception of our vice president) can enjoy "Murphy Brown." But songs and stories designed for 4-year-olds hold little charm even for 8-year-olds.

An added problem for programmers who deal in demographics is that very young children are less effective lobbyists for the purchase of toys and food than older kids.

I have outlined some of the reasons I strongly support the Ready-to-Learn Television Act.

As a matter of national education policy, we must take advantage of the fact that the TV screen is one of the most powerful, cost-effective and that's an important word these days instruments of education the world has ever known.

A federally-funded, free from commercials, Ready-to-Learn Satellite Channel under the auspices of public broadcasting, providing programming for children and for parents will help to fill some gaping holes in America's TV schedules.

New distribution channels make it possible to reach Head Start Centers, nursery schools, libraries and homes with video and support materials designed to advance national education goals. In addition to supporting educational programming for young audiences, this bill recognizes that parents and other care-givers need help to help children learn.

I think it's obvious that passage of the Read to Learn Act will give children, parents, and all Americans a head start toward a better world for our kids.

The CHAIRMAN. Very good.
Dr. Zill.

Mr. ZILL. Thank you. I appreciate the opportunity to be here this morning, and I'd like to thank you, Senator Kennedy, for your long-term leadership in the education area.

I am standing in for Ernie Boyer from The Carnegie Foundation, who is the chair of the readiness panel, and I don't hope to match his inspirational abilities, but I do hope to convey some of the information that he has found in his own studies and that we have found in the panel, and to talk about the size and the scope of the readiness problem that this bill addresses.

In 1990, President Bush and the governors of all the States agreed on six national educational goals for the United States to achieve by the year 2000. The first goal is that all children in America will start school ready to learn. This goal draws our attention to several important insights about children's academic progress.

One is that how children do in school depends in large measure on things that happen before they ever set foot in a classroom. Those prior influences include things like the child's genetic endowment, prenatal conditions, circumstances of birth, early nutrition, the kind of medical care available to the family, and the early family environment.

The importance of this influence was drawn attention to by one of the objectives that was set under the goal, and that is that every parent in America will be the child's first teacher and devote time each day helping his or her preschool child learn. Parents will have access to the training and support they need.

The goal also draws our attention to the period between the time that the mother takes the child out of the birth hospital and the time, four to 6 years later, when the child arrives at the pre-K or the kindergarten or the school door.

From an educational and a public health standpoint, that's a dark period because the child and family never come in regular contact with any social institution. Of course, survey data tell us that 70 percent of those kids are in day care or in preschool programs, and 90 percent see doctors at one time or another. But despite the fact they see doctors, about one-quarter of 3 year-olds are not properly immunized—and of course, they are all watching TV.

I point out in my written testimony that this period developmentalists tell us is a period of great developmental vulnerability, but also a window of opportunity in terms of putting children's lives on the right path. I am not going to go into that at this point because I want to talk a little bit about what we know about the size of the readiness problem.

We don't have any direct assessment of the national sample of kindergarten pupils and how many of them are prepared or not prepared for formal schooling. In fact, some people question the idea of children being ready or not; they say the schools should be ready for children, no matter what shape they may be in.

We do know several things about the educational preparedness of our children from several sources, and what we know is quiet disquieting. First of all, we know from Federal statistics that large numbers of youngsters are being born or growing up in circumstances that put them at risk of low achievement and school failure. Some of the numbers: Almost one in every four babies born

in the United States this year will be born to a mother who has not completed high school. One in eight will be born to a teenage mother. One in 14 at low birth weight. More than 5 million pre-school children, or 23 percent, are living in poverty. Nearly 6.5 million, or 28 percent, are living with a single parent or a step-parent.

Because of the simultaneous epidemics of AIDS, crack and urban violence, growing numbers of children are living apart from both of their parents and being raised by grandparents or other relatives, or in foster care.

Each of these conditions—low parent education attainment, poverty, having a teenage mother, low birth weight, and not living with both birth parents—have been shown to increase a child's chances of experiencing problems in school.

The problems include having to repeat one or more grades; requiring remedial instruction or special educational services; being suspended or expelled from school, and eventually dropping out before finishing high school.

Of course, we also have large numbers of immigrant children coming from diverse cultural and language backgrounds, which is a further challenge to our schools.

Now, we know from the Department of Education's National Household Survey that by the time they reach the second grade, one in every 10 pupils has had to repeat a grade or attend a transitional class between kindergarten and first grade. The odds of early grade repetition are greater for boys, for children of Hispanic background, for children whose mothers were high school dropouts, and for those who are growing up with a step-father or a mother who has never married, or with no mother in the household.

The number of children who are not prepared to do well in school is even larger if we listen to the judgments of American kindergarten teachers. Ernest Boyer and The Carnegie Foundation for the Advancement of Teaching conducted a mail survey of 7,000 kindergarten teachers in public schools in the 50 States of the United States in 1991. Boyer asked the teachers "What percentage of students who entered your class last year were in fact ready to participate successfully in formal schooling?" The average teacher in the survey reported that 35 percent of her pupils were not ready for school. That's more than one in three. When asked to compare the readiness of kindergarten students enrolled last year with those enrolled 5 years ago, 43 percent of the teachers, those who had been teaching for 5 years or more, said that fewer children were ready to learn now than in the past. Only 25 percent said that more were ready to learn now.

For students who are judged not ready to participate successfully in school, teachers in the Carnegie survey were asked to indicate the areas in which these pupils have serious problem. The leading problem area mentioned by 51 percent of the teachers was the children's language richness or language fluency. The second most frequent problem was the pupils' emotional maturity; and the third, their general knowledge. Obviously, two of those areas are things that television could directly address.

And when teachers in the survey were asked to give their judgments of the most important goal for improving student readiness,

the leading response by far, mentioned by two-thirds of the teachers, was to improve parent education.

Now, experts in child development tell us that there are many things parents can do to help their children get ready for school. These include such things as reading or telling stories to the child and playing with the child in ways that encourage curiosity, teach skills, and build confidence. These activities don't require money, and they don't require special apparatus. They can be done by all parents no matter what their social or economic circumstances.

Careful research has shown that parents who do these things with their children tend to have children who do well in school. We have a case in point right here, with Janece. This is true even after you control for factors such as the parents' education level, family income, and the mothers' own scores on tests of aptitude or achievement.

Unfortunately, recent national surveys indicate that many parents with young children are not doing these things with their children, or not doing them as frequently as they could and should be doing them. In 1991, for example, the National Household Survey showed that only 41 percent of all children aged 3 to 6 who were not yet in first grade had parents who read to them every day. In poor families, or families where the mother had never married, only about one-quarter of parents read to their preschool children every day or almost every day. Even in families where the parents had some college education, or the family income was between \$30,000 and \$50,000, less than half read to their children on a daily basis. Only 53 percent had rules about the total amount of television that their young children could be watching, although many child developmentalists really feel that children should not be spending a lot of time, young children particularly, in front of the tube, but should be exploring the real world—not reality, but reality—and learning from things like blocks and mud and games.

Some parents don't know what they should be doing with their children. They need to learn these things. They need to learn about the importance of a constructive plan of reading. Some parents are paralyzed by alcoholism, by drug abuse, or by the stress of making financial ends meet. But most parents in the United States know that they should be doing these things with their children, but for one reason or another—because they are too caught up in their business, because they are too caught up in their tennis game, because various other activities are more important—they don't do as much as they could and should be doing.

When we took the data from the National Survey and did a little scale from zero to 100 about the various activities that parents were doing, we found that the average family rated about a 73, which is about a C-minus to a D, in terms of activities with their children.

Obviously, these kinds of problems cannot all be solved by the bill that we have under consideration today. We need other kinds of things—parent education programs, parental leave, other efforts to assist parents and provide quality day care and preschool. But television as the premier communication and educational media of our time certainly has a role to play.

What can television do? It can teach parents the facts about child development, important developmental landmarks, knowing what to expect and when to expect it. Television can motivate parents to do the things that they know they should be doing. Television can connect parents with other kinds of resources—with books, with programs, with museums and various things of that sort. Television can provide quality programming that children and parents can watch together.

And television has other roles it can play. It can teach parents how to discipline their children and not to use humiliation and a lot of physical punishment. It can provide solace and comfort and inspiration to those who are in need of such things. And it can even show parents how to use television watching itself in the most educational kind of way.

I think the saddest thing, just to wrap up, is that many parents who care about their children's development now consider television "the enemy." We've got to keep children's educational television and use the tremendous power of mass media. We've got to regulate their television time, we've got to see what they are watching. We really need to change television so that it is a friend and a sister of parents, and not the enemy.

Thank you.

[The prepared statement of Mr. Zill appears in the appendix.]

The CHAIRMAN. Thank you very much.

I have a few questions.

First, Dr. Zill, what is the cost to us in terms of viewing, given the limited resources that we have in this country and in light of our school readiness goal—isn't this an enormously efficient way of promoting early educational competency?

Mr. ZILL. Yes, is tremendously effective.

The CHAIRMAN. Do you have or can you provide information to us about that aspect about it?

Mr. ZILL. Yes. I don't have the numbers with me—

The CHAIRMAN. Unfortunately, what we always get asked around here is what is the cost.

Mr. ZILL. It is pennies for viewers, even for really topnotch programs like "Sesame Street," "Mr. Rogers," "Square One," programs that have had a lot of research and development; they still average out to a tiny cost. And the important thing is that it's a medium that is able to penetrate all over the country and not have to deal with all the obstacles and problems that local bureaucracies and school boards create.

Just think of the positive image. Think of how many children have as an important part of their childhood now the effects of watching "Sesame Street" or "Mr. Rogers" or other good quality programs.

The CHAIRMAN. Peggy, in your experience, why don't the major networks understand the importance of quality programming for children? Why is it that it has been such a neglected area? There are so many parents out there who are consumers, you'd think that when there is a good program like "Sesame Street" and these other programs, and they command such an extraordinary audience—why is it that the networks put the resources into programming for the soaps?

Ms. CHARREN. It is that problem that the 2- to 12-year-old audience is so diverse if you really try to focus information. When you've got the cognitive level of a child to consider in the programming, instead of moving that screen around with those action adventure and cartoons, which really don't say anything—I'm convinced that a lot of kids watch and have no idea what is happening. It is only the commercials they understand. And it is money; they are maximizing profits for stockholders.

It was working in the Seventies—this is the good news. The good news is that when Congress cares and makes the laws that govern broadcasting work, like the Communications Act of 1934 which says, hey, in return for that license, you've got to serve the public—when there was just enough attention from Washington to the fact that these licenses were not forever, that they did carry an obligation to be a kind of public servant, CBS had 20 people in their news department in the Seventies doing the kind of programming you would think a commercial broadcaster would be doing. In the news between the cartoons, they had "Razzmatazz" and "News Magazine"; they had specials on what's an election all about, what's Congress all about. And then—she says very gently—the Reagan administration came into power with deregulation, and almost in 1 week Mark Fowler, the chairman, said, "Television is just a toaster with pictures." I was at the Waldorf at a big luncheon when he said that out loud, and I thought it was a strange comment about something that seems to elect our Presidents. He said, "It's just a toaster with pictures," and within almost a week, the people working in that unit at CBS got fired or reassigned to adult programming. Joel Heller is still there, wishing he could do some children's programs again. All the stuff went off the air.

I think that attention from Washington is the only thing these guys listen to. If they can get away with maximizing profit and not serving the public, they do it, and that's why public broadcasting is so important. It is also important because they understand that everybody isn't rich and that you really have to serve kids who are poor, kids who are not white. The only thing that is diverse on commercial television now is the different colors of animals. There are lots of different colored animals, but you don't see children from diverse racial and ethnic groups—but you do on public television.

If I have a message, it is that if the programming is going to happen, it had better happen through the public system. I have learned not to trust the broadcast industry, the commercial industry, to do it.

The CHAIRMAN. Your position is that the market won't work for the parents who have that desire?

Ms. CHARREN. No, it really doesn't. I guess that in a society where we are not taking enough care of our kids, where they can go out some doors and get shot at, where the education system in the schools is so terrible, where health care and health care costs are so horrifying, to get parents to say, "You are only going to watch these programs, and I am going to sit with you, and I am going to work very hard to get the station to pay attention to the law," that is very tough. The parents are probably very happy that a) the kid isn't cutting his head open on the coffee table, and b)

that he isn't going outside to play, which is something that in my day parents did. There was a book that was a best-seller in the Sixties, and it was *Where Did You Go? Out. What Did You Do? Nothing*—which meant you looked at clouds and you kicked stones, and you played on the corner lot.

Parents are afraid to tell their kids to go out now. They are safer watching rotten television in some ways.

The CHAIRMAN. Senator Bingaman?

Senator BINGAMAN. Thank you very much.

Let me ask an untutored question here about the potential of a Ready to Learn channel to assist in Head Start. One of the initiatives that Senator Kennedy has been working on for many years, and I have certainly supported, and a lot of folks have, is the expansion of Head Start and the dramatic expansion of preschool programs.

It would seem to me that if you had a Ready to Learn channel, nationally broadcast under the auspices of the Corporation for Public Broadcasting, that some of the time in that channel could be organized with programs that would assist the teachers in the Head Start program or those preschool programs generally; I mean, it would be available if they wanted to use it, and it would be something they could turn off if they didn't want to use it—and hopefully, it would also be useful for preschool children, who were still at home and were not able to go to a program, but would still be able to participate.

Would you comment on that, please?

Ms. CHARREN. I think that that really is the most exciting part of the Ready to Learn plan. Some of the problems are getting kids to pay attention to what is terrific in television. The fact that parents and caregivers are in partnership with what is happening when the Ready to Learn channel is working means that I think this whole thing can work much better than just focusing on over-the-air broadcasting.

It will also educate parents to pay more attention to television if that is one of the problems we are trying to deal with. But more than that, the whole thing that Dr. Zill was talking about, helping parents parent, is something that has become much more necessary. Maybe it was tough in Victorian England, but when I was growing up, much more of the country found it easier than they find it now to bring up children. The only person who used drugs that I knew was that drummer—what was his name, in "Make-Believe Ballroom"—

Senator BINGAMAN. Gene Krupa.

Ms. CHARREN. Gene Krupa. Thank you very much, Senator.

Senator BINGAMAN. That shows you how old I am.

Ms. CHARREN. It shows how old I am, too; I used to copy the words to those songs under the covers; they were sort of sweet, those words.

I think parents really need help now, and they know it, they really know it, so they are going to be receptive to what we are doing with this channel; they aren't going to say, "Oh, hey, I know it all." They know they don't know anything anymore.

Senator BINGAMAN. Dr. Zill, did you folks address this issue in your panel?

Mr. ZILL. Yes, and I agree with Peggy that it is a good idea, and we are supportive. But I think it is also important to say that there is a problem in education that those who have got, that the people or consumers who really care are the ones who are more likely to make use of the resources no matter what it may be, the best books or the best programs. And I really think outreach is important; to reach out to those parents who are currently not motivated.

So I do think we need to perhaps have a cable channel, but also have commercials on the other channels that people are watching, to get them to pay attention and be interested in available resources. I think we need to have figures on it who are attractive to different sorts of audiences, who serve as role models, and really, to do a lot of motivational research to try to reach the people who are difficult to reach because those are the ones who need the most help.

Ms. CHARREN. In that context, too, the fact that you're using day care centers and Head Start as part of the places to educate, and maybe even libraries eventually, means that the new technologies that we will hear about in the next panel, which are really incredible ways to help children learn—that screen becomes a kind of “teaching machine”—will only be available to the kinds of families who give their children a media room as one of the rooms in the house, if we don't set it up so that the places where poor children go have access to that kind of equipment, to that kind of interactive technology that is coming. I think this kind of bill sets a marketplace for that.

Senator BINGAMAN. Thank you very much.

Thank you, Mr. Chairman.

The CHAIRMAN. Thank you very, very much.

Janece, we want to thank you very much. When does school start?

Miss SMOOT. I don't know. [Laughter.]

Ms. SMOOT. In DC., in about 3 weeks.

The CHAIRMAN. OK. Thank you very, very much.

Our final panel includes Richard Carlson, the new president and CEO of the Corporation for Public Broadcasting. Mr. Carlson began his career 30 years ago with the Los Angeles Times and has since worked for UPI, Time Magazine, served as the director of Voice of America and associate director of the U.S. Information Agency. During his distinguished career, he has served as a host for a variety of radio and television broadcasts and is the recipient of 18 major journalism awards. He has been long interested in public broadcasting as the father of two sons and a daughter. We welcome Mr. Carlson's expertise in this field.

Brigid Sullivan, our next witness, is vice president and creator of WGBH's TV Special Telecommunications Service Department, which encompasses national children's programming. Ms. Sullivan has overseen the creation and development of several award-winning children's series, including “Where in the World is Carmen Sandiego” and “Long Ago and Far Away.” She has a strong commitment to children's educational programs, both in the workplace and at home. We welcome her, and her son is here today as well.

Do you want to stand up and be recognized? What is his first name?

Ms. SULLIVAN. Brendan.

The CHAIRMAN. Brendan. Brendan Sullivan. That has a ring to it. [Laughter.]

David Britt is president and CEO of Children's Television Workshop and has been instrumental in the production and implementation of quality children's programming. Children's Television Workshop has brought us not only countless award-winning programs, but unforgettable characters like Big Bird and Cookie Monster, who have taught important lessons to children and adults alike. Mr. Britt is most famous for "Sesame Street," and is the recipient of almost 50 Emmys. The Network is also involved in a range of media and reaches nearly 100 countries. Mr. Britt has been with the Children's Television Workshop for over 20 years, and we are eager to hear from him.

Dr. Carolyn Dorrell is the project director of Early Childhood Professional Development Network in South Carolina. Dr. Dorrell's experience draws on a wide background in children's development, including teacher and child development specialists. A children's television producer and creator and early childhood consultant, Dr. Dorrell has a longstanding interest in the educational capacity of television to reach and inform both parents and children. She comes to us today to share the experience in South Carolina Educational Television in adopting new technologies to achieve these goals. We are glad to have you.

At the outset, as I indicated earlier, at 11:30 we have that briefing on Bosnia. What I'd like to do if it is okay is to have each of you take 7 minutes, and we'll hear from all of you, and continue the hearing, then, with other members chairing. So I'd like to see if we could proceed in that way.

Mr. Carlson, welcome.

STATEMENTS OF RICHARD CARLSON, PRESIDENT AND CEO, CORPORATION FOR PUBLIC BROADCASTING, WASHINGTON, DC; BRIGID SULLIVAN, VICE PRESIDENT FOR CHILDREN'S PROGRAMMING, WGBH, BOSTON, MA, ACCOMPANIED BY BRENDAN SULLIVAN; DAVID V.B. BRITT, PRESIDENT AND CEO, CHILDREN'S TELEVISION WORKSHOP, NEW YORK, NY, AND CAROLYN DORRELL, SOUTH CAROLINA EDUCATIONAL TELEVISION, COLUMBIA, SC

Mr. CARLSON. Mr. Chairman, Senator Bingaman, until last week, I was U.S. Ambassador to the Republic of Seychelles. I was also director of the Voice of America—

The CHAIRMAN. How did they ever get you back from over there?

Mr. CARLSON. Well, it was not an easy decision to make, actually. In point of fact, I was drawn by the promise of CPB. I started officially day before yesterday as the new president of CPB, and one of the reasons I made the decision to come back from the sunny climes of Seychelles was the idea that I would have a chance to become associated with, really, a unique opportunity, I think, to assist in advancing the use of public television as an effective educational tool.

I'd like to mention something to underscore what Ms. Smoot testified to and also Ms. Charren. A colleague of mine, when I was sitting in the audience, handed me this morning's schedule from the

Washington Post, which is of programs that are on the air today beginning at 7:00 this morning. And the only really effective programs on this list for children are all on public television: "Lamb Chop," "Barney," "Sesame Street," "Reading Rainbow," "Zoobilee," "Mr. Rogers," "Lamb Chops Play-Along," "Sesame Street" again, "Contact," "Interaction," "Sesame Street," "Square One TV," "Carmen Sandiego," which is a very effective show, as opposed to, at 8:00 in the morning, "Donahue," "Geraldo," "Sally Jessy Raphael," "Beverly Hillbillies," "Santa Barbara." These are all before noon-time. The comparison between public television and commercial television, I think, as mentioned by two previous people, is fairly stark.

With your permission, Mr. Chairman, I'd like to summarize my written statement for you in about 5 minutes, but ask that my complete statement be included in the record.

The CHAIRMAN. It will be so included.

Mr. CARLSON. At the Corporation for Public Broadcasting, I think we are very familiar with the education crisis that our country currently faces. Education and economic reports indicate that U.S. workers are now less productive than they used to be in the past. Often, that is because they lack the necessary education to perform their jobs as well as they ought to.

We are still sending millions of people to school every day—children who are not prepared to learn. Despite our efforts to improve our schools in the United States, we are neglecting a significant opportunity to give children a solid foundation which is a really good education on which to build a good, responsible, productive life.

Since its creation, which is 25 years ago this year, the Corporation for Public Broadcasting has worked to develop the potential that public telecommunications holds to help children prepare for years of schooling. The commitment of CPB and public broadcasting in serving the educational and informational needs of kids has benefited, I think, a whole generation of American children who have grown up under the positive educational influences of broadcasts like "Mr. Rogers Neighborhood" and "Sesame Street."

CPB leadership over the years has led to the development of some of the most truly successful children's programming in TV's history, including "Square One TV," "3-2-1 Contact" and "Reading Rainbow," which stress math and science and reading skills on each of those broadcasts, respectively.

Recently, the Corporation has supported the development of new programs, such as "The Puzzle Factory," which will help preschool kids to handle daily problems, and also a broadcast called "Ghostwriter," a 42-part adventure and mystery series which begins this fall and which will encourage elementary school kids to practice reading and writing. This show is particularly geared to minority youngsters.

Over the years, the CPB has moved beyond broadcasting to expand programming uses for learning in traditional school settings. We have for a number of years now been promoting new technologies to better educate children at school, at home, and now in learning environments other than those two places, like daycare centers.

I think it is important to note, Senator Kennedy, that none of these achievements really would have been possible without Federal support. I know you have recognized in proposing this legislation that Congress ought to act now to utilize telecommunications technologies to help prepare children for school. Above all, the legislation talked about today is necessary, we think, to respond to a critical need to improve and expand the quality of children's programming. As The Carnegie Foundation's Ready-to-Learn report states, we must all take great care in providing quality programs that will maximize the positive effect that television has on the lives of our children.

I think this is where your legislation is most critically needed—to provide the funding and remove the roadblocks in place to develop quality programs for kids. While the Corporation does have a strong track record in leveraging Federal dollars to the maximum possible extent for programs, our experience has found that children's programming, as was mentioned before by Ms. Charren, simply does not attract sufficient private funding.

To develop quality children's programming, formative testing and re-testing is essential, and experts ought to be involved from the very beginning. This long and careful and painstaking process drastically increases the cost of a program, but it is essential for effective and for compelling high-quality children's programs.

Next, your legislation recognizes that if we are truly to be effective in reaching today's children, we must develop and distribute these programs for use outside of the home and into the classrooms and into daycare centers.

Mr. Chairman, the Corporation for Public Broadcasting applauds and supports the efforts of this committee to focus national attention on the current State of children's educational programming. CPB stands ready and willing in every possible way to assist you and to assist this committee in its efforts.

Specifically, the Corporation offers this—our expertise and our proven track record in the funding and development of children's television; our internal resources, to enable Congress to limit duplication and to devote maximum funding to programming, and our accountability to Congress for the expenditure of Federal funds while carrying out at the same time its mandate to ensure protection from unwarranted Government interference in programming that is funded by the Corporation for Public Broadcasting.

I might add parenthetically that in preparing for this hearing over the last couple of days, I was genuinely impressed with the dedication and commitment of the Corporation for Public Broadcasting staff here in Washington, many of whom have literally devoted years and much of their lives in trying to improve children's programs. Because of the scarcity of funds that are available currently for children's programming, I think your legislation is a very important factor in this campaign. Although CPB has set the standards for the identification and support of quality educational children's programs, the Corporation has really never had sufficient funds to provide the quantity of programs needed or to ensure the widest availability of such programs when we had them.

The Corporation has been really a part of the solution to educational problems in this country for the past 25 years, but unless

significant resources are targeted toward early childhood education, the Corporation will be forced to continue to turn away quality programs and their proposals for lack of sufficient funding. It is the children who lose under those conditions, and it is our Nation's future which is threatened when those children suffer.

In closing, Mr. Kennedy, I would like to commend you for introducing the legislation and for holding this hearing on this important issue. I also want to thank you for inviting me on behalf of the Corporation to share my thoughts with you. We look forward to working with you and the committee, and I would be happy to answer any question ultimately that you may have.

Thank you.

[The prepared statement of Mr. Carlson appears in the appendix.]

The CHAIRMAN. Thank you very much. That was very helpful.

Ms. Sullivan.

Ms. SULLIVAN. Thank you.

I have been responsible for developing the Children's Programming Department at WGBH since 1985, when we decided to commit \$1 million of our own resources to children's television. We made this commitment because our audience ranks quality programming for children as its highest priority.

Since 1985, we have developed and produced three major television series for children: "DeGrassi Junior High," "Long Ago and Far Away," and "Where in the World Is Carmen Sandiego?" These series have won numerous national and international awards, including the Emmy, the International Emmy, the Academy Award, and the Prix Jeunesse. They have been praised by parents, teachers, and our most important critics, children.

As one 8-year-old from Wisconsin wrote, "Carmen Sandiego" is wonderful. I get to know where places are, even though I am only 8. Your show helped me place second in my school's geography bee. The kid that beat me was a sixth-grader."

We have received thousands of similar letters over the past year. When one in seven Americans can't locate the United States on a world map, this is no small victory.

In his review of "Long Ago and Far Away," John O'Connor, TV critic for the New York Times, wrote that the series made him sad, because it reminded him of what television could be for children, but wasn't. I quote: "The series' unmistakable quality makes you keenly aware of the generally woeful state of children's television." O'Connor went on to call "Long Ago and Far Away" an oasis in the parched realm of programming for children.

None of our programs could have been launched without Federal money. But we also need Federal money to sustain these programs once they are on the air. As a producer, I can tell you how frustrating it is to create an innovative educational children's series, only to have it canceled for lack of funds.

"Long Ago and Far Away," for example, recently lost its PBS and CPB funding. Why? Because those agencies need to spend their very limited resources on new programming, which means there is nothing left for those programs already on the air.

We are often asked why we can't get corporations to provide more funding. Experience shows us that children's television de-

depends on a mix of funders—Government, foundations, corporations and individuals. It routinely takes our staff three or more years to put this mix together. Corporate support is essential to any funding strategy, but it is very difficult to obtain this support for children's programming. The truth is, there aren't many financial advantages to investing in children's television. Corporations have little to gain other than good will.

Those corporations which do invest provide only partial funding. Our newest series, "Carmen Sandiego," is a case in point. We were fortunate in getting two corporate underwriters. But this money came in after the series was ready for broadcast. Corporations are rarely willing to give us seed money—in effect, invest in something that only exists on paper. Yet it took us 3 years and close to \$1 million to develop "Carmen." We need, and thankfully got, Federal funds from CPB and PBS, which enabled us to do the research, work with curriculum advisers and the National Geographic Society, and produce and evaluate several pilot programs.

If Federal start-up money hadn't been available, "Carmen Sandiego" would not be on the air. It's that simple.

I was invited here today because I am a television producer, but I would also like to speak as a mother. My son is 10 years old. Like most parents in this country, I have experienced enormous disappointment in some of the major institutions serving our children. The public schools and television are two of these institutions. As a mother who needs to work, I cannot hope to fully compensate for crowded classrooms and underpaid teachers; nor is it possible to eliminate altogether television from my son's life.

That is because television is, after family, and I would argue, before school, most children's primary window on the world. At WGBH, we accept that children are passionate about television, but we try to direct their passion. We know we must entertain, and we do; but our mission is to inspire, challenge and motivate.

When Federal funds come to WGBH, it is not just Massachusetts viewers who benefit, but viewers in every State of the country. Our children's programs are distributed through the Public Broadcasting Service and reach 97 percent of America's households.

But Federal dollars not only help us produce programs; they allow us to increase their educational impact. Every program we produce comes with a variety of curriculum materials, from teachers' guides and activity books to interactive video discs and home computer programs. Over the years, we have received thousands of letters from teachers and librarians, describing their success in using these materials.

Federal dollars have also helped us launch a groundbreaking effort to increase literacy. The Family Literacy Alliance uses children's programming to stimulate an interest in reading and writing. Through this program, we have taken "Long Ago and Far Away" to some of the neediest children in this country, children whose parents are in prison, in homeless shelters and in hospitals. I can't really describe how moving it is to see mothers and children watching the series, discussing the stories, reading together for the first time in their lives.

I'd like to close by saying how very pleased we are that you are preparing this legislation to increase Government funding for chil-

dren's television. We have spent—I have spent—more than 7 years trying to find new and creative ways to fund children's programs. We have held conferences, we have talked to experts, we have hired consultants. What we always come back to is the absolute necessity of increased Government support.

Thank you.

[The prepared statement of Ms. Sullivan follows:]

PREPARED STATEMENT OF BRIGID SULLIVAN

I am the vice president in charge of children's programming at WGBH-TV in Boston. As you may know, WGBH is one of the Nation's most respected public television stations, having produced such award-winning series as *Nova*, *Frontline*, *Masterpiece Theatre*, and *The American Experience*.

I have been responsible for developing the children's programming department since 1985, when WGBH made the decision to commit \$1 million of its own resources to children's television. We made this commitment because our audience ranks quality programming for children as its highest priority.

Since 1985, we have developed and produced three major television series for children—*Degrassi Junior High*, *Long Ago and Far Away*, and *Where in the World Is Carmen Sandiego?* These series have won numerous national and international awards, including the Emmy, the International Emmy, the Academy Award, and the Prix Jeunesse. They have been praised by parents, teachers, and our most important critics—children. As one 8-year-old from Wisconsin wrote, "Carmen Sandiego is wonderful. I get to know where places are, even though I'm only 8. Your show helped me place second in my school's geography bee. The kid that beat me was a 6th-grader." We've received thousands of similar letters over the past year. When 1 in 7 Americans can't locate the United States on a world map, this is no small victory.

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We're often asked why we can't get corporations to provide more funding. Experience shows us that children's television depends upon a mix of funders—Government, foundations, corporations and individuals. It routinely takes our staff 3 or more years to put this mix together. Corporate support is essential to any funding strategy, but it's very difficult to obtain this support for children's programming. The truth is, there aren't many financial advantages to investing in children's television. Corporations have little to gain other than good will. Those corporations which do invest provide only partial funding (and often bow out after a year or two).

Our newest series, *Carmen Sandiego*, is a case in point. We were fortunate in getting two corporate underwriters. But this money came in after *Carmen* was ready for broadcast. Corporations are rarely willing to give us seed money—in effect, invest in something that only exists on paper. Yet it took us 3 years, and close to \$1 million, to develop *Carmen*. We needed, and thankfully got, Federal funds from CPB and PBS which enabled us to do the research, work with curriculum advisors and the National Geographic Society, and produce and evaluate a pilot program. If Federal start-up money hadn't been available, *Carmen Sandiego* would not be on the air. It's that simple.

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That's because television is—after family and, I would argue, before school—most children's primary window on the world. (The average 11-year-old watches more than 4 hours of television every day. They may have difficulty reading or writing, but when it comes to TV, children are precocious and passionate.) At WGBH we accept that children love television, but we try to take their passion and direct it toward something worthwhile. We know we must entertain children, and we do, but our mission is to inspire, challenge and motivate.

When Federal funds come to WGBH, it's not just Massachusetts viewers who benefit, but viewers in every State of the country. Our children's programs are distributed through the public broadcasting service, and reach 98 percent of America's households. But Federal dollars not only help us produce programs; they allow us to increase their educational impact. Every program we produce comes with a variety of curriculum materials—from teacher's guides and activity books to interactive video discs and home computer programs. Over the years, we've received thousands of letters from teachers and librarians, describing their success in using these materials. (They tell us that our programs motivate even the most apathetic students.)

Federal dollars have even helped us launch a ground-breaking effort to increase literacy and strengthen families. It's called the family literacy alliance, and it uses children's programming to stimulate an interest in reading and writing. We've taken Long Ago and Far Away to some of the neediest children in this country—children whose parents are in prison, in homeless shelters, in hospitals. I can't tell you how moving it is to see mothers and children watching the series, discussing the stories, reading together for the first time in their lives.

I want to close by saying how pleased we are that you're preparing legislation to increase government funding for children's television. We've spent—I've spent—more than 7 years trying to find new and creative ways to fund children's programs. We've held conferences, talked to experts, hired consultants. What we always come back to is the absolute necessity of receiving government support.

Thank you for turning your attention to this crucial issue. I'll be glad to answer any questions you may have.

The CHAIRMAN. Thank you very much.

Mr. Britt.

Mr. BRITT. Mr. Chairman, we certainly join everyone else here today in applauding your leadership in holding these hearings and this committee's long commitment to better education for every American child.

The legislation you propose responds to an urgent need. It focuses attention on using the media and technology in a variety of ways to serve the educational needs of children. With proper programming and support, our own experience shows that television and technology can and do make vital contributions. So we welcome this initiative, and we want to do anything that we can do to help support its progress.

Research shows that children do learn from television. This is amply documented in a document we put together called "The Power of Television to Teach," and with your permission, Senator, I'd like to include that in the record.

The CHAIRMAN. It will be so included.

[The document referred to appears in the appendix.]

Mr. BRITT. Mass media widely distributed can be a cost-effective educational tool. As was mentioned a moment ago, cost-effectiveness is crucially important today. Here are a couple of statistics. Our programming for older kids, "Square One TV," "3-2-1 Contact," cost on average about five cents per lesson. That's a pretty good educational bargain. "Sesame Street" for preschoolers cost less than one penny per lesson. And we are able to supply about two-thirds of that from our own licensing income, and contributors to public television provide the rest. So that's a really good bargain.

Access is crucial if we are talking about making the media and technology effective for education. It is not enough, frankly, to sim-

ply make it available to the folks who can most well afford it. We've got to make it available to those who cannot.

Public television does that. Stations, such as GBH, WNET and others, really remain the only source of regularly-scheduled, sustained hours of educational programming that are available to everybody in this country. Otherwise, it just doesn't exist. And as we move ahead into cable, we've got to find ways of making that possible through that medium as well.

The fact is that the world has changed a great deal in the 25 years that we have been doing children's programs. Today, educational needs are greater than they have ever been, and more and more often, children are in child care rather than at home. We need to train not only parents in terms of helping them educate their children, but also, as you are going to hear in a minute, we need to help train child care providers, many of whom themselves have elementary school educations or severe learning problems.

Fortunately, technology—technology in the form of the VCR, as often as not—has become much more acceptable as an educational tool in the schools, in child care and elsewhere.

We at CTW are working to make education available via broadcast and VCR technology. A prime example is the Sesame Street Preschool Educational Program Initiative, Sesame Street PEP, we call it. Its goal is very simple. It is to help facilitate children's natural motivation to learn. We talk about the "ready to learn" process. Our experience and our research show that children begin as motivated learners; they are ready to learn. We as a society don't give them enough opportunities to do so in a constructive manner. If we provide the opportunity, you can count on the kids—all of them—to be ready and eager to educate themselves.

With Sesame Street PEP, we are providing the proven educational power of "Sesame Street" as broadcast with follow-on activities, very simple activities, that we can train a child care provider to do in four to six hours of training and include also, very importantly, storybook reading to kids in a participative way every day.

Sesame Street PEP is a partnership among public television stations, CPB, child care providers, other community organizations and local settings, and CTW. We provide the programming, we provide the training guidelines, and stations and others do the rest of the work.

The net result is that providers, particularly child care providers, are better able to use television constructively. Most importantly, providers learn to stimulate preschoolers' natural curiosity and to help them prepare for school. And for many of these, Sesame Street PEP training is the first they have ever had. Many of them are determined that it won't be the last, but it is the first training that most of them have ever received.

One provider in Ohio told us that for the first time, she felt like an educator instead of just a caretaker.

Today we are just beginning Sesame Street PEP. We have 55 partnerships with public stations in some 29 States. Our goal—and we are halfway toward the national funding of it, thanks to our own resources and CPB—is to be able to reach 5 million children

across the United States by 1996. That will be half of the number of children who are then in child care.

We also need to reach older children. I would argue that "ready to learn" as a concept is just as important for elementary school kids, for Peggy Charren's 7 to 11 year-olds, as it is for preschoolers because, as you know, subject matter gets introduced throughout the period of school years, and kids need to be ready to learn as those subjects are introduced.

We are working with after-school programs around the country to make use of our science and mathematics programs to add to the effectiveness of education, both in after-school settings and in school settings as well. We train club leaders and after-school personnel to use kits that include activities and videos and the rest.

For example, in Los Angeles, we are working with a community-based after-school program, "L.A.'s Best," which reaches close to 5,000 students ages 5 to 11, in neighborhoods that are particularly vulnerable to gangs and poverty, including South Central Los Angeles. Recently, they held a city-wide science competition, and the winners were two girls who got a week at the space camp in Huntsville, AL, and were inspired by our programming segment on space from "3-2-1 Contact."

It is projects like these that combine carefully designed video, print, training and outreach which are able to reach children where they are and help them to learn that are most important. If we as a society are serious about educating our children, such projects need to be the wave of the future, not simply something that every once in a while happens and we can point to and feel good about.

Let me make three last points. First, it is clear that we will have available a variety of distribution systems in the next 10 years—cable, fiber optics, direct satellite broadcast—all very exciting stuff. Therefore it is crucial that legislation such as the legislation you have introduced today be highly flexible and not wedded or locked into any single technology so that we can take advantage of new systems as they come along and as they begin to become available to large numbers of children who need them most.

Second, as new systems evolve, we must ensure that children, who are our most important natural resource, as Senator Inouye pointed out earlier, are not left out.

The economics of the commercial marketplace have been proven over and over again, and they mean that children's education can only receive a low priority if we have to leave it to the market to decide. From an educational standpoint, it needs to be our first priority, and as people like Peggy Charren, who have been leading this fight for years and years know, it is very hard to make that happen.

The last point I would make is that America's children really do deserve the best possible developmental programming to contribute to their educational and healthy development. They are going to watch television, they are going to use the new technologies as they come along. It really would be criminal not to ensure that a significant part of those technologies and television are not constructively useful educational tools.

To make sure that this is so, programming and related services should be required to be evaluated regularly for their appeal and for their educational effectiveness.

Mr. Chairman, Senator Bingaman, again simply to say thank you for your concern and your leadership. Those of us who work in these vineyards don't find enough folks who really will pay the attention and do the hard work to make reality good for America's kids.

Thank you.

[The prepared statement of Mr. Britt appears in the appendix.]

The CHAIRMAN. Thank you very much.

Dr. Dorrell.

Ms. DORRELL. Thank you, Senator Kennedy, Senator Bingaman.

I'd like to add my appreciation to you for the opportunity of being here and to thank you for your leadership and focusing of our attention today on the young children of our Nation and on those people who have dedicated their time and their lives and their resources to providing educational opportunities for those children and their families. Your attention is indeed welcome, and the legislation that you propose is carefully drafted to provide dissemination of programming, and I commend your efforts.

Reports by the National Governors Association, the National Commission on Children, as well as the Children's Defense Fund, continue to affirm all the evidence is there that successful solutions in educational as well as social and economic problems must focus more on what happens to young children and their families in our country.

The solutions particularly for educational issues among young children must have a focus on those adults, whether caregivers, early childhood teachers, or parents, in a myriad of arrangements of out-of-home child care and early childhood settings, from family day care homes to Head Start Centers.

I would like to shift our focus at this time to a slightly narrower focus than that, to particularly those people who work with children and their parents and a specific application of television and that of telecommunications.

The extent to which people who work with young children have knowledge of what is growth and development, what to expect at certain stages of the educational development of young children, what the settings ought to be like, what they ought to look like—that is going to determine the quality of the educational service that those settings and those people provide.

What are the available resources for both care providers, early childhood teachers, and parents—resources which give valuable information about the sometimes simple but powerful messages that adults send children. My experience in working with adults at colleges and universities and in training programs for children gives me information that says many of these people aspire to be teachers, and they themselves did not have childhoods that gave them the experiences of play and imagination, that give them the background to provide those experiences in an educational setting for young children.

We are here today to discuss one resource that is available, and that is telecommunications. As Senator Thurmond mentioned ear-

lier, over 10 years ago, the State of South Carolina turned to the resources of South Carolina Educational Television to help provide urgently needed training in child development, early childhood education, and parenting skills. South Carolina ETV purchased television and VCRs and videotaped programs, interviews and presentations and placed them in child care centers across our State. These tapes were viewed onsite by staff and parents, and in some cases this was the only training that these providers and parents were able to get.

South Carolina ETV also has produced four broadcast programs which are for both parents and teachers, giving them vital information on the care and education of young children.

The use of video as a training resource has the benefits of showing important skills and behaviors which are vital to implementing effective educational settings for young children. Settings for young children do not look like other kinds of educational settings, and it is important to show what they do look like; what kinds of things should be in settings for young children and what kinds of practices should be going on there.

Parents and providers gain skills and confidence after seeing positive interactions and seeing those environments.

The use of our programs has grown beyond the State of South Carolina through distribution and sponsorship by the National Association for the Education of Young Children. Last year, over 11,000 videotapes were distributed nationally on topics such as child development, early childhood education and other topics. Users included public and private providers, colleges and universities, and American Red Cross, who are using the programs for cost-effective training at the local level. With this proven experience, South Carolina ETV successfully secured funding through a demonstration grant from the U.S. Department of Health and Human Services, funding to take advantage of another step in the available technology—that of satellite-delivered interactive telecommunications.

The goal of this project, which is called the Early Childhood Professional Development Network, modelled after the successful SERC/STAR Schools Program, is to deliver training to Head Start teaching teams in rural, isolated areas, who serve American Indians, Alaskan Eskimos and instream migrants. The training seminars, which are delivered live, incorporate curriculum and show practices in exemplary Head Start classrooms. The emphasis is on the visual, what do good practices look like in Head Start programs, allowing us to show those good things that are going on and to show practices of good teachers. There are also interviews with experts, permitting the people who are viewing to be able to ask questions and interact with them by way of telephone.

The training program consists of 120 contact hours with a combination of video seminars and audio seminars. The total program meets the requirement for the child development associate credential that is required for Head Start teachers. Teachers in isolated areas would not have access to this kind of training without the early childhood professional development network.

Through live interactive technology, Head Start can reach an estimated 10,000 staff who need training each year.

SERC and the other STAR Schools projects have proven that telecommunications can be an effective tool in delivering specialized courses in math, science and foreign language to high school students. Through South Carolina's early childhood professional development network, we can do the same thing for Head Start teachers and child care providers.

South Carolina is implementing the early childhood professional network by using existing satellite receiving dishes, including more than 500 dishes that are part of the SERC system, over 500 dishes that are part of the STAR-STEP program out of Spokane, WA, and other dishes that are located at colleges and universities, public television stations, other Government sites, as well as Indian colleges. However, even a home satellite dish could be used in the future, allowing parents and family day care providers also to participate.

Using the best and most sophisticated resources that our Nation possesses gives value to something; where we put our resources, particularly our sophisticated resources, says that an activity is important.

Consider, for example, some of the people who are participating in our training, such as three teachers, who are in Hooper Bay, AL, which is a very small fishing village of about 300 people on the Bering Sea; or three Head Start teachers who are in a pueblo in New Mexico; or three Head Start teachers who are in a rural area of Mississippi. They can have high-quality training delivered right to their neighborhoods. They will surely feel that what they are doing is important. That is a critical factor for a work force that makes barely minimum wage.

While others are examining and expanding more appropriate ways of using television directly with children, South Carolina's early childhood professional development network is focusing on the use of interactive telecommunications to deliver the best teachers, educational curriculum and resources to those who need it the most—Head Start teachers and child care providers and eventually, parents. We are reaching them in Alaskan villages, Native American areas, migrant communities, and rural areas across the Nation.

With a small investment, we can extend this training to parents and others with children in their homes. The goal of Ready to Learn for our children requires not only more direct services to children, but a substantial commitment to a telecommunications infrastructure that can deliver valuable training to them in their communities.

Early learning is a template for the successful school experience later, and educational technologies are our Nation's best change to provide this experience to as many children and adults in their lives as possible.

Thank you.

[The prepared statement of Ms. Dorrell appears in the appendix.]

The CHAIRMAN. Thank you very much for very compelling testimony.

As you probably know, what we have tried to emphasize in the legislation, and I am glad that you underscored it, is to give maximum flexibility about how the programming can be utilized. And let me thank you very much for your very strong support for the

Star Schools program. Senator Cochran and Senator Bingaman have both been strong supporters of this also.

Do you know the appropriation is \$18 million for that program, \$18.7 million, I believe, and we're trying to get it up to perhaps \$25 million. But when you comment about what it has meant just in the areas where you have worked, it is enormously powerful.

As I understand, Mr. Carlson, the CPB received 75 proposals to develop programs for children last year that were worthy of funding, and only one could be funded given the resources. This gives some indication that there is interest in trying to develop programs, but underscores again the need for this kind of support.

Ms. Sullivan, I want to thank you very much for coming, and I am going to submit some questions for you in writing. I am enormously interested in the work you are doing with the Boston Symphony Orchestra. I had an opportunity to be up there last weekend, and again be inspired by them, and I understand you've got some very creative programs for children, tying in the Boston Symphony and getting kids interested in music.

I want to thank all of the panel. We are going to press on with this legislation. We have some interesting ideas about the funding, because again this goes into the committee that deals with Head Start, immunization, and a variety of other programs that are so essential in terms of school readiness. We've got some interesting ways that we think we can get the resources to be able to do it.

At this time, I would recognize Senator Bingaman.

Senator BINGAMAN. (Presiding.) Thank you, Mr. Chairman.

Let me just ask a couple of questions. It strikes me that one of the things we are talking about here is having a television channel which could sort of be the "glue" that holds together a lot of different activities aimed at helping preschool children. It could be a supplement to what is going on in the Head Start program, a supplement to what is going on with many of the preschool programs that are provided in homes, a supplement to some of the health programs the Federal Government tries to do that are aimed at early health education efforts with children and their parents, and it could try to serve children, parents, and the preschool instruction community and do all of that in one coordinated effort.

I don't know if that's too large a mission to anticipate for a single television channel, but I guess I would be interested in people's reaction to that kind of a vision of where we might go. If in fact we are able to provide universal preschool instruction or opportunity for children in this country, to what extent would a channel like this really be able to support and strengthen that effort?

Yes, Mr. Carlson, why don't you start.

Mr. CARLSON. Senator Bingaman, as I understand the objectives of the bill—although I have not had an opportunity yet to read the specifics—it is to not only provide for the production of programming, but also to deliver these educational programs for kids to all homes and day care centers, and schools and so on, as was mentioned. Not only would there be a network for broadcasting this, but I think we would seek other distribution methods as well, like cable, satellite, videodisc and videocassettes—there are so many ways to implement this, I think—to ensure that the programs themselves would be widely available to children no matter where

they are and no matter what socioeconomic and ethnic background they have, so it has the greatest educational impact.

Senator BINGAMAN. Ms. Sullivan, did you have a thought?

Ms. SULLIVAN. Yes, I do, thank you. We think at GBH that a dedicated channel for children is a wonderful idea, but we believe very strongly that it must be accessible to all children, and it cannot be a cable channel that reaches only 60 percent. The crucial issue is the children who are most in need are the children who have the most difficulty receiving the new technologies, whatever they are, and that therefore it is broadcast television that is going to reach children.

Senator BINGAMAN. Mr. Britt.

Mr. BRITT. I would just add to that. I think that what both Brigid and Mr. Carlson have said are very important, and I would add to that that I think we should think of this not so much as a channel or even as a simple broadcast mechanism, but rather as a service that is integrated to provide help for providers, for parents, as well as for children. And in all honesty, I don't think we should limit it just to preschool children. It may be that at a given time of day, from say 4:00 to 6:00, you'd want three channels available, and that at some other time of day you don't want any. So I am not sure I would tie myself down to a single distribution arm, and particularly in terms of the access point that Brigid made, I think it is important to think of this in as flexible a way as we can and think of it as a service that really has a number of spokes, reaching out to the people who need the help as they go along. And I think that as technologies develop, we will be able to find ways of doing that.

Senator BINGAMAN. I agree. It strikes me that this week, I think you can access three different channels to watch the Olympics, and that will be over with in another few days, but there doesn't seem to have been any problem to gear that up. I know they are losing a lot of money on it, but I would guess that's just poor planning.

Senator COCHRAN, did you have questions or a statement?

Senator COCHRAN. Thank you very much, Senator Bingaman.

I want to welcome the panel to our committee as well and let you know of my interest in this subject area. I am glad to be a cosponsor of this initiative that is being introduced in the Senate by Senator Kennedy. I think it is a very important effort to focus attention on the need for putting more resources into this area and taking advantage of the new opportunities that telecommunications provides us as an educational tool.

I was particularly interested in the testimony of Mr. Britt with respect to the experience that the Children's Television Workshop has had in designing programs that would appeal to children, because it seems to me that there is a tremendous amount of competition for the attention of the child. As Ms. Sullivan points out, the broadcast television industry, the commercial networks particularly, have become quite good at attracting their attention through whatever way they do it—sounds and lights and fast-moving, exciting things on the screen. I wonder whether we might find children—even though we have good programming such as those you have had success with at CTW—changing the channels so much that they aren't really going to get the benefit of those programs

we have that are truly more educational than some on commercial television that just taking up space in their heads.

Mr. BRITT. I think there is no question, Senator Cochran, but that that is a major challenge. I think one of the things that our experience, and I'm sure Brigid's experience at GBH and others, have found is that if you want to attract children to quality educational programming, the task is more than double the task of doing just good entertainment programming. You've got to have production values, and you've got to find the way of putting the curriculum into production values such that the children will want to be there.

The good news is that if you do that, and if you have the resources to do that—and I want to underline what Brigid says, it takes money, and that's really the key to develop these projects in a systematic and careful way—but if you do that, and if you target them to audiences that are specific and well-bounded, that is to say, not big enough perhaps for a network but big enough to have a real educational impact, it is our experience and our belief that you really can attract audiences, and you can do many of the same bells and whistles that network television uses to get the kids there, and you can give them a good educational lesson while you've got them.

We are about to start a project this fall called "Ghostwriter," which is aimed at reading comprehension and writing coherence, and our belief and our research shows so far that from a pure attractiveness point of view, it matches anything there is on entertainment television, but it is different because we have been able, and have had the money, to put in it a real, solid educational curriculum.

So it is a challenge. I don't deny that for a moment, but I think it can be done.

[The prepared statement of Senator Cochran follows:]

PREPARED STATEMENT OF SENATOR COCHRAN

To build a literate, well educated Nation, education must begin with preschool children. It must reach them as they develop critical attitudes and abilities. Today, more than 37 percent of 9-year-olds in the United States "lack basic reading skills," according to the most recent Reading Report Card from the National Assessment of Educational Progress. We must do more to interest and encourage young children to want to be active participants in our literate-oriented world.

Today, television is often times the most powerful teacher a young child has. In busy households with both parents working, in single parent homes, and crowded day care facilities, with under skilled providers, television has filled a gap necessitated by our busy life-style. Programs like Sesame Street and Reading Rainbow have offered young children quality educational programming for over 25 years. But it is time to do more in this area. I believe it is appropriate for the Department of Education to take a more active role in shaping the development of early educational video materials and I understand they are eager to do so.

This is the reason I will be joining Senator Kennedy in introducing the "Ready to Learn Act" today.

This bill establishes a partnership between the U.S. Department of Education and the Corporation for Public Broadcasting to develop criteria for early education television programming, which will then be used as guidelines for the solicitation and selection of projects to be funded. This strategy draws on the strong commitment of Secretary Alexander to support early childhood education and the Corporation for Public Broadcasting's more than 25 years of expertise in educating young children through television.

I must mention that my support for educational television is not new. In fact, my father William Cochran was the first chairman of the Mississippi Education Television Authority in 1969, when Mississippi became the first State in the Nation to have statewide coverage with its network of transmission towers.

Today, Mississippi ETV offers six educational networks, providing more than 65 hours of educational programming each day for students, teachers, individuals, and families. On average, Mississippi's elementary and secondary schools use 7 hours of educational programming every school day.

I am pleased that this bill also includes the Star Schools program participants in the loop of educational providers to distribute the early education programming. I am very familiar with the wonderful opportunities satellite transmission has provided the elementary and secondary students in Mississippi. It makes sense to carry it one step further into the early childhood setting.

Another strong component of this bill is that it provides parents, teachers, and daycare providers with supporting materials to enhance the value of the television programming. I look forward to hearing the testimony of the witnesses today. All of you are a tremendous resource and offer an important perspective.

Senator COCHRAN. [Presiding.] Mr. Carlson.

Mr. CARLSON. I want to add something. Senator Kennedy made reference to the fact that the CPB received applications last year for about 70-75 proposals for kids' programming, and we were able to fund only one. But I think the positive news relative to the bill that we are discussing today is that we would expect, I would be certain, that we would have dozens and dozens of proposals for good quality programming that would come with the passage of this legislation because the money would be available to do quality programming for these kids. It has not been available in the past, and that is the reason why we have turned down all but one series last year.

That would change. I would expect there are lots of good producers out there, both independent and otherwise, who would supply us with the kind of programming that would be effective.

Senator COCHRAN. There is a tremendous amount of money put into television advertising by the private sector; huge sums are spent. Do you have any idea what we are talking about in terms of private contributions to the commercial television industry from private industry and business in American today; what would be an annual figure?

Mr. CARLSON. I don't know what that figure would be, but I do know that the discretionary funds that were spent by the CPB last year on children's programming were embarrassingly small. They were a large percentage of the discretionary funds available to the

Corporation, which is about \$10 million, but I think it was \$4.8 million for children's programming.

Mr. BRITT. I think, Senator—I was just looking at Peggy Charren—we both have a vague memory—and I don't want to be held accountable for this particular number—that the advertising dollars spent are on the order of \$15-\$25 billion each year, not just for kids, but overall, total. But when you talk about what Dick Carlson was saying in terms of the dollars available from not just his source, but from any source, we're talking asterisks; we aren't even talking percentages.

Mr. CARLSON. But with a large part of \$50 million, we could easily put on the air five to ten series running 5 days a week and really do something, I think, if we all believe what is being said here today.

Senator COCHRAN. I think one thing is a challenge to all of us, and that is to try to figure out how we allocate resources from the broad economic base that we have in the United States. We're the strongest economy in the world, the richest country, we are number one in everything in the world today, just about, and here we are trying to figure out how to squeeze out of all of this just a little bit of money to do things that we think would really have a big impact in the lives of a lot of children around the country, particularly small-town, rural America, and the hard-to-reach inner city, poor people.

It seems to me that we are operating the Federal Government at a deficit, and a lot of these corporations are making money; they are profitable, and they are spending huge sums of money voluntarily to advertise products, to try to sell what they are producing. And I would hope that we could figure out, not just to have this mindset that the Federal Government has to provide the money, but how do we get private industry and business to do more in this area. I would hope that while we are debating this and talking about the needs, that we could look to other sources of funding and not just lock in on the Federal Government and wring our hands over these measly funds that come out of the Federal Treasury. The Federal Government has done a lot of good things, and it continues to, and this is an example of what we can do, I think, to help—but we have to realize that there is a limited amount of resources, and under the current budget constraints we could waste an awful lot of time trying to get a few bucks out of the Federal Government when, if we put a little more time and effort into figuring out how we can get more from the private sector into this area, there would be a bigger payoff. This is what I'm saying.

Mr. CARLSON. We agree with that, Senator. Certainly on the corporate list of interests of programming, children's programming with a few notable exceptions has not been very high, and we'd like to change that.

Senator COCHRAN. How do we do that? You spend a lot of time raising money out of the private sector, don't you? I mean, you have to.

Mr. CARLSON. Yes. Well, I think you have to intensify the effort and maybe have a focus on how good these broadcasts can be and how effective they can be for a positive educational change in America itself. There are corporations that demonstrated enormous

corporate responsibility relative to education. Fortune Magazine puts on a seminar in Washington every year on education in America that draws the CEOs and the heads of lots of large corporations. It would seem to me that we could possibly sell to them the idea that this would be an effective way to do something about kids who are not learning.

Mr. BRITT. I don't think, though, that we should underestimate, as Brigid said earlier, the challenge of trying to attract corporations, and particularly in fairness—I mean this as no criticism whatsoever—if you offer the marketing department of a large corporation the opportunity to have a message that says this good program was brought to you by the folks at "Glots," whatever "Glots" is, versus a flashy commercial that says go downtown today and buy \$2.98 worth of Glots," the marketing department if they are smart more often than not are going to go for that one. Now, there are corporations—we were extremely fortunate to be able to get the Nike Corporation to provide \$5 million to support the first season of "Ghostwriters," this project I mentioned a few moments ago. It took a) a commitment by them to really want to give something back, which is I think what you are talking about, and b) a sense on their part that this project was going to be big enough and successful enough to attract a very large audience over time so that their name will be seen and be recognized for the good that they are trying to do.

You don't find a lot of those corporations these days who are looking more at what does this month's earnings picture look like rather than what is it going to be for the next three to 5 years, because the payoff for them is a longer-term payoff.

I totally agree that we've got to make this effort, and we have been able over the last 10 years to get more than two bucks for every Federal dollar that we have used, and a lot of that has been our own resources because of our own economic success. But the challenge is very, very difficult.

Ms. SULLIVAN. I think David just said it. I think the business we know almost better than any business is trying to get corporate money. We try very hard, and we have hired all kinds of people and tried them and tested them and tested new notions, and trying more of the same is going to have only a small incremental effect.

To get corporations involved in a different way would require some kind of new scheme that might involve taxes or something; I don't know. We know the status quo, and we have really mined that field, I think, and there isn't much more there.

Senator COCHRAN. Maybe a tax incentive of some kind. The Washington Post would call it a "loophole." It's a "loophole" if it's somebody else's; it's an "incentive" if it is yours. [Laughter.] But to try to encourage contributions.

Mr. BRITT. I think that could make a big difference.

Senator COCHRAN. A different kind of tax treatment for investment. We give incentives for training on the job, job training investment, paying the tuition, trying to upgrade skills of workers. This is after they have gotten to the workplace, and they can't read and write, or they can't do this or that.

Mr. CARLSON. Exactly.

Senator COCHRAN. If we could sort of skew the investment to help prepare everybody to be competent labor force members, why not make that an incentive available to people who want to invest in Children? Maybe that's an answer—I don't know.

Mr. CARLSON. I'm not disagreeing with Brigid Sullivan on the difficulty of raising these funds—

Ms. SULLIVAN. And I wouldn't dare disagree with you. [Laughter.]

Mr. CARLSON. It has gotten awfully difficult, but I must say that I think that quality programming is clearly what attracts the support that we get for a number of prime time shows for adults on television. The interest is somewhat different, but nonetheless with fantastic quality programming, the kind that funding we are talking about here can ensure, it does seem to me that it might be fruitful to pursue an argument with corporate backers that this rubs off on them as it does with their support of "Masterpiece Theater" or something like that.

Mr. BRITT. Just one last thing, Senator, on the point you are making, which is that if you could find a way of making that incentive happen, then the enormous power that was talked about by Carolyn and others in terms of the cost-effectiveness of the delivery system—when you are talking a nickel a lesson, or a penny a lesson, or 10 cents a lesson—you know, the up-front cost is high, but the delivered cost is infinitesimally small for the difference it can make. I think that an incentive scheme along those lines might really make a big difference in how we can move ahead.

Senator COCHRAN. Well, let's work on it. Let's not forget about it, and try to see if we can come up with something.

Dr. Dorrell, you attracted my attention when you talked about the fact that you had Head Start teachers participating in a program of training, and you were utilizing interactive television to get this to people who would not otherwise have access to that kind of training. I think that's a very important use of some of the technology that we have today.

In Mississippi, we have been very glad to be one of the beneficiaries of the SERC consortium programming. Do you see this as something that can continue to be used, or have we demonstrated the effectiveness of it enough now at the Federal level, and should we now seek support, financially, from other sources like the private sector? What do you see the continuing Federal role in this as being?

Ms. DORRELL. Just as in many other projects, particularly educational projects, the Federal dollar sets in motion the development and gathers the research, and then beyond that, the expectation is that it will go out into the broader general community to be used at large by anyone. And I think absolutely that the evidence is there that telecommunications is well used for training everybody, from the person who bags your groceries at the grocery store to the person who manages the Exxon station down the street to the person who may operate on your knee.

The telecommunications delivery for training people is everywhere, and I think we don't need to sit around and wait until all the data is in on this particular job area of working with children. I do think we can rely upon the training efforts that are done with

similar groups of people in the job market to say yes, there are certain skills and abilities and behaviors that can be a part of a training program, and these are the things you need to do.

I think the broader community has purchased videotapes that we have produced in large volume and used them for training. I think that is well-established that the acceptance is there and the use is there; colleges and universities use videotapes as a portion of their class, many supplementing with either watching it in class or having students watch them at other times as resources.

So it is well-established, and I think, getting to your earlier conversation, it takes a commitment. It is going to take a commitment of our country to say our children are important, and the people who work with them are important. We cannot pay them minimum wage, or in some instances less than the garbage collector makes in your community, and expect those people to be valued and to be respected in the community and have access to resources. Those people who need it the most have it the least, and it is going to take a commitment both at the Federal level, and I think the Federal Government takes a leadership role in this, but it does say this is what is important, collectively, by our elected officials, and that sends business and industry an important message that says our children are important and our families are important.

Senator COCHRAN. In Mississippi, through our Mississippi educational television network, we are going to have the availability of "Ghostwriter," the program you talked about earlier. I wonder if you are going to use it in South Carolina over the South Carolina ETV network; do you know whether that will be available?

Ms. DORRELL. I'm sure we will.

Senator COCHRAN. The next question, then, is how many students will this reach. Ms. Sullivan made a point a while ago that I thought was very important, that through the television system, you don't have access in homes of the poorest of the poor; the people who don't have cable don't get access to a lot of these programs. I wonder how many people you think this is going to reach?

Ms. SULLIVAN. The point that I intended to make was that our programs reach 97 percent of American homes because they are broadcast on public television.

Senator COCHRAN. Oh, OK. So you weren't distinguishing between the cable network system and those that were not affiliated—

Ms. SULLIVAN. I was referring only to public television, as a public television producer.

Senator COCHRAN. OK.

Mr. BRITT. But to answer your question, sir, in terms of the kind of reach that you get, I think that the spectrum really runs from "Sesame Street," which probably has the largest audience because it deals with a wide age range of preschoolers, and it has been around for a long time, and that is on average 6 to 7 million preschoolers a week, not to mention about 4 or 5 million adults a week, which is a different set of conversations.

That's probably as much as you can do, and I think some of the other children's programming has done that, too, to smaller but still very cost-effective—I think, in the case of "Square One TV," when that programming was mostly new, we were reaching 2 to 3

million children a week on a regular basis, and I think your programs are doing much the same sort of thing.

Ms. SULLIVAN. Yes.

Senator COCHRAN. Well, thank you very much. You all have done a great job of making us more aware of the problems and the interests and the opportunities that we have in this area. We appreciate your being here.

We will include in the record at this point statements from Senators Pell, Dodd, and Wellstone.

[The prepared statements of Senators Pell, Dodd, Wellstone, and additional material supplied for the record appear in the appendix.]

APPENDIX

Prepared Statement of Nicholas Zili

In 1990, President Bush and the governors of all the states agreed on six National Education Goals for the U.S. to achieve by the year 2000 (U.S. Department of Education, July 1990). The first goal is that all children in America will start school "ready to learn." The school readiness goal draws attention to two insights about children's academic progress. The first is that how children do in school depends on more than just their knowledge and skills. It depends as well on their physical well-being, emotional security, social confidence, and the degree of interest and engagement they bring to classroom activities (National Education Goals Panel, 1991). In other words, success in school is affected by the growth and development of the "whole child."

The second point is that how children do in school depends in large measure on things that happen before they ever set foot in a classroom. Among the prior influences on learning are the child's genetic endowment, prenatal conditions, the circumstances of birth, early nutrition, the early family environment, environmental hazards to which the child is exposed, and the kind of medical care that is available to the family. The significance of these influences was recognized in two of the objectives set forth under the goal of school readiness. One was that:

"Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems."

The other relevant objective was that:

"Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need" (U.S. Department of Education, July 1990, p. 4).

The Importance of the Period Between Birth and School Entry

In addition to emphasizing the importance of the period before birth, the readiness goal causes us to be concerned about the period between the time a newborn leaves the birthing hospital with its mother and the time four-to-six years later when the same child appears at the schoolhouse door for entry into pre-k, kindergarten, or first grade. From an educational standpoint, this is a "dark period" in the sense that, during that time, the child does not come into regular contact with any social institution other than its family. To be sure, survey data tell us that nowadays more than 70 percent of youngsters some spend time in group daycare or nursery school before entering kindergarten (National Center for Education Statistics, 1992), and more than 90 percent receive medical care at least occasionally (National Center for Health Statistics, March 1991, p. 138). But there are as yet no explicit public standards against which the child's growth and development or health and safety are appraised. Yet from both educational and health perspectives, the interval between birth and school entry is a time of great developmental vulnerability.

A period of developmental vulnerability. Children under 5, especially those who live in impoverished circumstances, face threats to their health, safety, and psychological development that can have long-term effects on their chances of becoming good students and healthy, productive adults. A deficient diet during the first few years can impede physical growth and brain development. Inadequate medical care can result in the young child not being immunized against communicable diseases, or not getting glasses when he or she needs them, or receiving delayed treatment for ear infections or other conditions that can lead to permanent impairments.

Toddlers who receive insufficient supervision or live in run-down housing as they begin to walk, climb, and explore are at risk of disfigurement, handicap, and even death from falls,

burns, poisonings, and other injuries. Preschoolers who are not read to or played with in intellectually stimulating ways fall behind their peers in cognitive development and arrive at school in need of compensatory instruction. Young children who experience the family turmoil and disruption that often accompanies or causes early poverty are in jeopardy of long-lasting disturbances to their social and emotional development (Allison & Furstenburg, 1989; McLoyd, 1990; Dawson, 1991; Zill, Moore, Smith, Stief, & Coiro, 1991).

Early childhood is a difficult time for parents in even the best of circumstances, and poor young children whose parents are stressed are in danger of being physical abused or seriously neglected, more so than older children or non-poor children of the same age (McLoyd, 1990). Each year, more than 2 million reports of child maltreatment are received by child protection agencies across the U.S., with nearly 45 percent of them involving children under 5 (Select Committee on Children, 1989, pp. 68-69, 190-191). Death rates due to child battering and other forms of homicide are five times higher for infants, and nearly twice as high among children aged 1-4, as they are among 5-14 year-olds (National Center for Health Statistics, January 1992, Tables 7 and 23).

A window of opportunity. Although early childhood is a period of family stress and developmental vulnerability, it is also a time in which efforts to intervene and change children's lives for the better have a greater chance of success than similar efforts begun in middle childhood or adolescence. If parents can be made aware of the things they can do to nurture the development of their young children, and the right kinds of resources, supports, and services can be made available to the family before permanent damage is done, it may be possible to reduce the chances of later school failure, delinquency, and disturbance. That is the theory behind early intervention and family support programs designed to "break the cycle of disadvantage." The available evidence suggests that these programs can

have significant long-term effects, at least in the limited situations in which they have been tested thus far (Betrugata-Clement, Schweinhart, & Barnett, 1986; Scharr, 1988).

As the premier communication medium of our time, television clearly has a role to play in helping parents to help their young children.

Prepared Statement of Richard W. Carlson

I. INTRODUCTION

Mr. Chairman, Members of the Committee, I am Richard Carlson. Until last week I was U.S. Ambassador to the Republic of Seychelles. For almost six years prior to that I was Director of Voice of America. Monday, I was pleased to join the Corporation for Public Broadcasting (CPB)¹ as its President and Chief Executive Officer. Among the many reasons for my wanting to become associated with CPB is the unique opportunity to assist in advancing the use of public television as an effective educational tool. I believe that public telecommunications can make the most immediate contribution to education in the area where it has excelled most — children's programming.

We are all too familiar with the education crisis our country faces. Economic reports indicate that workers are less productive because they lack the necessary education to perform their jobs well. Education studies reveal that we still have major disparities in educational attainment among children from all walks of life, but particularly minority children and children from low-income families.

A major contributing factor to these problems is that we are sending children to school who are not prepared to learn. In response to this troubling situation, making sure that all children arrive at school ready to learn by the year 2000 has become the nation's first education goal. Despite our efforts to improve our schools, little can be

¹ The Corporation is a nonprofit, nongovernmental corporation authorized by the Public Telecommunications Act of 1967 to facilitate the full development of public telecommunications and distribution of high-quality public service programs to all Americans.

achieved if we do not first address the need to give children a good start. A report issued recently by the Carnegie Foundation for the Advancement of Teaching, titled *Ready to Learn: A Mandate for the Nation*, states:

In our reach for excellence, we have ignored the fact that to improve the schools, a solid foundation must be laid. ... We have not sufficiently acknowledged that if children do not have a good beginning, it will be difficult, if not impossible, to compensate fully for that failure later on.

Since its creation, the Corporation has worked hard to develop the potential that public telecommunications holds to help children prepare for school. In addition to helping to develop the highest quality children's programming for broadcast, CPB has moved beyond broadcasting to expand programming uses for learning in traditional school settings, and to promote new technologies to better educate children in school and at home. These achievements in advancing the ready-to-learn effort would not have been possible without the support of federal funds through CPB. Today, we join this committee's efforts to build upon our successful partnership for the benefit of our nation's children and its future.

II. NEED FOR READY TO LEARN LEGISLATION

Mr. Chairman, you have recognized in introducing your legislation that Congress must act now to utilize telecommunications technologies to help to prepare children for school. We think this legislation is needed for three reasons: 1) it will respond to a critical need to improve and expand the quality of children's programming; 2) it will develop programs for use in schools, in childcare centers, and at home that are tailored to meet ready-to-learn objectives; and, 3) it will fill an important funding gap that severely limits public television's ability to fulfill its potential to help in this nation's efforts to meet ready-to-learn goals.

A. NEED TO IMPROVE AND EXPAND QUALITY CHILDREN'S PROGRAMMING

Television plays a major role in the lives and development of American children. According to the Carnegie Foundation's *Ready-to-Learn* report, a child watches an average of one-and-a-half hours of television a day by the time he or she is six months old. By the time the child reaches kindergarten, he or she will have viewed more than 4,000 hours of television. "Next to parents," the report states, "television is perhaps a child's most persistent, and most influential teacher, and there is no way for a national ready-to-learn campaign to succeed fully unless the television industry becomes an active partner in the process."

While quality children's programming can have a positive influence on children, the fact is that children are being exposed through commercial and cable television to increasing amounts of sex, violence, and hard-sell advertising. For example, in May, 1992, the Citizen's Communications Center released a survey finding that commercial television stations appear to be making little change in providing the educational requirements under the Children's Television Act of 1990 (Pub. L. 101-437). This survey found that 27 of 32 stations that submitted license renewal applications had no locally produced children's programming, and the vast majority sought to justify programs such as *Super Mario Brothers* and *Teenage Mutant Ninja Turtles* as educational and informational.

With the knowledge that television plays an increasingly important role in the lives of children, and with the growing recognition that television, video, and other technologies can benefit education, we must take care to provide quality programming that will maximize the positive contributions these technologies can make to school readiness.

B. TELEVISION AS A TEACHING TOOL

The potential for television to serve as an effective teaching tool is well established in academic research, and was supported most recently in a report released by the American Psychological Association (APA) in February 1992. That report, *Big World, Small Screen: The Role of Television in American Society*, underscores how television can have very positive influences on children when there are good programs and good patterns of use of television.

The report documented many of television's negative effects on children – the exposure to violence, the development of antisocial behavior, the increased anxiety in children and reduced attention span – and concluded that "our failure to realize the potential benefits of the medium is perhaps more significant than our inability to control some of its harmful effects." The APA reinforces the view of the Carnegie Foundation's *Ready-to-Learn* report that "TV's great potential as a teacher has, in the best sense, remained largely unfulfilled" and recommends that "the most important change needed in our broadcasting system ... is to increase noncommercial sources of funding" in order to support quality, diverse programming for underserved audiences such as children.

While important steps remain to be taken to improve the quality of television programming and its uses in the home, promising, though limited, steps are being taken in schools. Today, educators are looking for new learning approaches using technology

to help them with problems such as severe budget cuts at the local and state levels, the departure of many skilled teachers from the profession, and the ability to alter curriculum development to keep pace with the nation's changing needs.

CPB has been tracking national trends in classroom use of television since 1977.

In our most recent survey conducted last year, some striking findings were reported by the nation's teachers, principals, and superintendents. Three important patterns emerged in the study: 1) the use of television and video by classroom teachers has grown markedly; 2) teachers have very positive attitudes about television's and video's educational value and use in schools; and, 3) despite the enthusiasm by teachers for instructional television and video, the availability of equipment and resources is often severely limited in schools, and funding is decreasing.

Perhaps the most important finding of the study was the extent that positive educational impacts of television were being observed by teachers in their own classrooms. For example, 73 percent of teachers reported that instructional television was generating new interest in topics among their students. Fifty-one percent of teachers reported that they saw their students learning more when instructional television was being used. Most teachers, 83 percent, agreed that instructional television helps them be more creative in their instruction. In addition, 91 percent of teachers surveyed agreed that instructional television and video can have a positive impact on the quality of American education.

These studies emphasize the positive influences that television and video can have on children, and the potential benefits to teachers and students when quality programming is available. The technology exists to expand greatly the use of such programming as a teaching tool in homes, schools, and day care centers, but sufficient programming does not exist to use these and future technologies to the maximum possible extent.

C. FUNDING OF CHILDREN'S PROGRAMMING

Funding is a major roadblock to developing quality children's programming that will help to meet the ready-to-learn goal. While the Corporation has a strong track record in leveraging federal dollars to the maximum possible extent for programming, our experience has found that children's programming simply does not attract sufficient private funding. Thus, for children's programming initiatives, federal support is critical.

The development of quality programming is an expensive and time consuming proposition, especially for children's programming. Formative testing is irreplaceable. Experts must be involved from the start in developing the content and instructional design of any program. The program must also be tested and retested with children to ensure that it is appropriate for the child's age and development, that it is effective in teaching a concept more widely, and that it captures the child's attention, making the program fun to watch. This long, careful, painstaking process drastically increases the cost of a program, but is essential for effective, compelling, high quality children's programming that meets its educational goals.

CPB's discretionary funding has never been sufficient to capitalize fully on the desired quantity of children's programming. Throughout CPB's history, the needs of some age group of children has suffered from a lack of programming. While CPB continues to try to meet these needs, and remains one of the few sources of significant funding for children's programming, the Corporation continually is hard-pressed to meet its mission in addressing the needs of all our children.

III. THE ROLE OF CPB IN EDUCATION

A. CPB'S MISSION IN EDUCATION

When President Lyndon B. Johnson signed the Public Broadcasting Act in 1967, he remarked:

I believe the time has come to stake another claim in the name of all the people, stake a claim based upon the combined resources of communications. I believe the time has come to enlist the computer and the satellite, as well as television and radio and to enlist them in the cause of education.

Mr. Chairman, those words are even more relevant now than they were 25 years ago. When Congress established the Corporation in 1967, it directed CPB to find, initiate, and finance the production of high-quality educational, informational, instructional, and cultural programs. For nearly 25 years, programs supported by CPB have been produced by a variety of entities, including public broadcasting stations, minority-based production companies, independent producers, and educational institutions. Through their educational content, innovative qualities, and diversity, these programs have enhanced the knowledge and imagination of all Americans.

In addition, CPB always has encouraged the use of public television as a provider, partner, and supplement to school-based or formal education. Currently, approximately 65 percent of the public broadcasting schedule is devoted to delivering educational

programming during the school day and, increasingly, programs produced for the national primetime schedule, such as the *National Geographic* specials and *The Civil War*, have value in the classroom.

B. CPB'S SUPPORT OF QUALITY CHILDREN'S EDUCATIONAL AND INSTRUCTIONAL PROGRAMMING

An integral part of CPB's mission since its inception in 1967 has been to provide educational and informational programming for children – including programming targeted to preschoolers and school-age children for home viewing and for classroom instruction.

The commitment of CPB and public broadcasting in serving the educational and informational needs of children has benefitted a whole generation of American children who have grown up under the positive educational influence of *Sesame Street* and *Mister Rogers' Neighborhood*. Both programs, which received early support from the Corporation, have achieved world acclaim and received countless awards. As Congress recognized in adopting the Children's Television Act of 1990 (Pub. L. No. 101-437, 104 Stat. 996), viewing *Mister Rogers' Neighborhood* leads to increased pro-social behavior, task persistence, and imaginative play; and watching *Sesame Street* helps preschool children develop letter, number, pre-reading, and vocabulary skills (S. Rept. No. 101-227, 101st Cong., 1st Sess. 5-7 (1989)). Further, the Senate Report recognized that "today, public television is the primary source of educational children's programming in the United States, broadcasting over 1,200 hours of children's educational programming for home viewing." (Id.)

In becoming the recognized leader in identifying and supporting high-quality educational children's programs, CPB's leadership and concern for the educational well-being of our young people have led to the development of some of the most successful children's programming in television's history. This programming has helped millions of school-age children expand their awareness of subjects such as the environment, science, math, ethics, and art. For example:

- *Square One TV* reinforces mathematical concepts for 8-to-12-year-olds and connects them to real world problems with educational game shows, musical videos, animation, and comedy sketches;
- *3-2-1 Contact* presents science concepts to 8-to-12-year-olds by taking them to places they cannot go – above the clouds, under the seas, beneath the earth, inside the atom;
- *Reading Rainbow*, an Emmy award-winning production and the most frequently utilized program in classrooms from public or private sources, has helped millions of primary grade school children to preserve their reading skills by motivating them to read over the summer;

- *Zoom!*, a series written by, performed by, and directed to children ages 7 through 12, presented riddles, games, film, and drawings contributed by thousands of young viewers;
- *Electric Company* taught basic reading skills to 6-to-11-year-olds who were not reading at their grade level, and during the 1970's was the most widely used television series in American classrooms;
- *WonderWorks*, an anthology drama series for family viewing, offers an array of fantasy, mystery, comedy, drama, history, and computer animation; and,
- *DeGrassi Junior High* and *DeGrassi High*, a series that followed a cast of young people from junior high into high school, provided guidance in confronting problems such as teen pregnancy, drugs, and child abuse, that real teenagers face.

In recent years, CPB has redoubled its commitment to children's programming.

CPB has declared education, including children's education, its highest corporate priority for the 1990s and children's programming continues to be CPB's top priority in the development of new programs. Almost one-third of all projects selected for funding in the past two years through the CPB Television Program Fund are designed specifically for children. For example:

- *Where in the World is Carmen Sandiego?*, which premiered in 1991, is a game-show format series for children, ages 10-to-13 that teaches participants and viewers geography concepts and facts.
- *The Puzzle Factory*, will be a new daily preschool series featuring a group of puppets that embody the diversity of American culture while encouraging preschool children to make choices, take creative risks, and experiment. The series takes place in a make-believe workshop where the *Puzzle Factory* puppets work together to find positive solutions to daily problems.
- *Ghostwriter*, is scheduled to premiere this fall as a weekly series designed to encourage elementary school students to improve their reading and writing skills. The series includes 42 programs, with extensive educational and after-school club materials, including 10 issues of a free magazine at 2 million copies per issue that will be distributed to low-income children -- at no cost to the families -- to ensure that these children are not denied the opportunity to improve their writing skills.

Other children's programs supported by CPB include:

- *Lamb Chop's Play-Along*, an interactive series for preschoolers which, with its stories, songs, dances, stunts, games, jokes, and riddles, encourages viewers to participate;
- *Barney and Friends*, a series featuring a large purple dinosaur and a multicultural cast of young children, engages children in learning activities, familiar songs, and storytelling; and,
- *Long Ago & Far Away*, a series based on children's literature, brings children and families popular stories and tales from different cultures.

In the years since 1977, CPB has funded 24 instructional television program series for the classroom. From that first series in 1977, *ThinkAbout*, which helped students acquire and practice the study and inquiry skills needed to become independent

learners and successful problem solvers, CPB has supported a wide range of instructional programs for the classroom, including:

- *Walking With Grandfather*, which dramatized traditional North American Indian folktales and explored the beauty and power of language;
- *The Universe & I*, which examined different scientific disciplines, such as physics, geology, astronomy, planetology, meteorology, oceanography, and paleontology, to gain a greater understanding and knowledge of the Earth, the solar system, and the universe itself;
- *Up Close and Natural*, which answered children's questions about the natural world while sharpening their skills of observation, description, and classification; and,
- *Newsweek From the Past*, which was patterned after contemporary news programs, and helped students understand and interpret long-term historical trends in politics and power, religion and philosophy, science and technology, the arts and day-to-day life.

CPB's efforts do not end with programming, however. Equal in importance to the dollars to make the broadcast program is the funding from the Corporation used to develop program-related teaching aids, such as workshops, teachers' guides, and parents' guides, to help parents, teachers, and childcare providers maximize the educational value of these programs. In addition, public broadcasting has developed supplementary aids for school-age children which include homework helplines and vacation magazines that contain reading lists, projects, and extracurricular activities.

More than 15 years ago, CPB took the lead in developing print materials – teacher, student, and general audience guides – to be distributed for use with general audience broadcasts. *NOVA* was one of the first series to have this value-added component. Through the success of many projects, CPB was able to demonstrate to corporate underwriters and to foundations that the impact of these materials would extend to new and different audiences and enhance the meaning of the programs as well.

Today, CPB and its co-underwriters are involved in not only the development of ancillary print support, but also the development of computer software, videodiscs, and single-concept video modules that build on the original broadcast program and make it a more usable resource for the classroom. CPB also is training teachers and childcare providers in the integration of video into the curriculum. Projects such as *Sesame Street*, *Mister Rogers' Neighborhood*, and a whole range of math and science instructional television programs have been part of a nationwide effort to make better and more appropriate use of television in both preschool and classroom settings.

C. CPB'S COMMITMENT TO EXPANDING EDUCATION EFFORTS

Using the Corporation's limited discretionary funds, CPB has stepped-up its efforts to enhance public broadcasting's capacity and ability to improve education services for children, parents, childcare providers, and teachers. CPB is providing initial funding to projects intended to reach beyond the home to day care centers and other nontraditional learning sites. Other funds are being directed to assist in training day care providers and teachers as well as to provide the foundation for community awareness and activism in addressing such education problems as illiteracy. The following are examples of some of these efforts:

1. Assisting Day Care Providers and Teachers

CPB and public television are taking the lead in developing new and innovative ways to ensure that children arrive at school ready to learn. This effort includes not only services and programming for children, but also addresses the critical need to equip the child's first instructors: parents, childcare providers, and elementary school teachers with additional resources to help them prepare children for school. Several programs involve the redesigning and repackaging of traditional public television children's programming with instructor training and teaching materials for childcare providers. These exciting projects are still in their infancy but already have proven to be effective in local communities. However, the lack of sufficient funding is threatening their use nationally. Among the examples are:

- *Extending the Neighborhood to Childcare*, funded by CPB and conducted by WGTE-TV, in Toledo, Ohio, and Family Communications, Inc., producers of the *Mister Rogers' Neighborhood* series. This innovative project uses programming from *Mister Rogers' Neighborhood* and incorporates it into childcare curriculum to help children gain essential interaction and social skills that will assist them in school. For example, on January 29, 1992, more than 5,000 childcare providers and early childhood education professionals nationwide participated in a training teleconference funded by CPB to extend the use of *Mister Rogers' Neighborhood* to childcare centers. The teleconference was presented at 121 sites around the country, including 109 public television stations. Participants received the *Mister Rogers' Plan and Play Book*, which offers ideas for hands-on activities in the childcare setting, and a one-year subscription to a quarterly newsletter published by WGTE. In addition to funding the teleconference and newsletter, CPB funded the original development and publication of the book.
- *Sesame Street Preschool Education Program (PEP)*, developed by Children's Television Workshop. This project uses *Sesame Street* programs and training and support materials to help childcare providers and parents nurture the development of learning skills and the curiosity of children ages 2-5. The project, which recently completed a rigorous pilot test stage in Dallas, Texas, and currently reaches 40,000 children and 3,600 childcare providers in 29 states through 54 public television licensees, seeks to train care providers to create an active learning environment for children. Thirty-six additional licensees are expected to be added in the third phase of the project which begins this fall. The project has significant potential, yet resources are lacking for wide implementation.

- *Early Childhood Professional Development Network*, developed by South Carolina Educational Television (SC ETV). This project trains childcare providers through videotapes which are produced and distributed by SC ETV. SC ETV has produced videotapes to train professionals who verify that daycare providers meet basic educational standards, for the National Association for the Education of Young Children through its National Academy of Early Childhood Programs. Approximately 2,500 have been trained using these tapes. In addition, SC ETV has worked closely with the Council for Early Childhood Professional Recognition to provide childhood development associate training.
- *The Parents Project*, developed by KQED-TV in San Francisco, California. This pilot project is designed to develop services which will encourage parents to become more involved in their children's education, to make more effective use of public television's educational programming in their homes, and to become better partners with teachers in their children's education.
- *WNET Teacher Training Institute*, launched by Thirteen*WNET/Texaco Training Institute in the summer of 1990 through a partnership between Texaco, Inc., and Thirteen*WNET, New York, New York. The Institute was founded to tap educational television's enormous potential in the classroom by training teachers to use it effectively. It brings together elementary and secondary school teachers to develop creative approaches to teaching with instructional television. In the New York area alone, the Institute already has reached 2,500 teachers and 13,000 students from diverse geographic and socioeconomic schools. With additional support from Texaco and CPB, WNET's Educational Services has launched the *Teacher Training Institute for Science, Television and Technology*. Based on the success of the pilot project, this model has been expanded to 10 additional sites throughout the country. It is estimated that by the end of 1992, 15,000 teachers will have received training as part of this project.²
- *Annenberg/CPB Math and Science Project*, a collaboration between the Annenberg Foundation and CPB to help teachers in kindergarten through 12th grade better convey the concepts and principles of science and the ways in which science, mathematics, and technology depend upon one another. The project uses communications and educational technologies, including computers, two-way video, laser discs, electronic networks, and data services as a means of achieving its objectives.

2. Creating Programs That Encourage The Growth of a Literate Society

Public broadcasting also has been successful in merging volunteer networks with telecommunications resources to empower communities to develop solutions to local problems that often have national ramifications. This "added value" allows a single program, accompanied by the local efforts of hundreds of stations, to attract thousands of individual volunteers. Programs that motivate citizens to participate in solving problems locally create a snowballing effect that can generate a national solution to a major "national" problem.

For example, one project supported by the Corporation that seeks to combat illiteracy is the Family Literacy Alliance. The Alliance is a collaboration among the producers of three award-winning public television children's series: *Long Ago & Far Away*, *Reading Rainbow*, and *WonderWorks*. The goal of the Alliance is to encourage public television stations to reach new audiences by working with local agencies and

² Those sites include New Orleans, Louisiana; Cleveland, Ohio; Columbia, South Carolina; Dallas, Texas; Kansas City, Missouri; Los Angeles and San Francisco, California; Madison, Wisconsin; Miami, Florida; and, Seattle, Washington.

organizations to find ways to integrate public television programming into existing community programs and bring the joy and fun of reading to families. The efforts of the Alliance center around the need to promote literacy by working with local community organizations which serve populations that have not been part of the traditional public broadcasting audience. Examples in the pilot effort included Cambodian Mutual Assistance Program, Boston, Massachusetts; Even Start, Albuquerque, New Mexico; Allegheny County Jail's Program for Female Offenders, Allegheny County, Pennsylvania; and the Indian Wellness Center, Omaha, Nebraska.

Public broadcasting also has had significant success in building awareness of the problem of adult illiteracy in America. Awareness campaigns, such as the successful Project Literacy U.S., or PLUS, stimulated the growth of successful volunteer-based, one-to-one outreach programs designed to help illiterate adults learn to read, help those for whom English is a second language develop English language skills, and help learners with limited skills master new ones. In its four-year campaign, *PLUS* also stimulated awareness of the need for workplace literacy, family literacy, and adult mentoring of at-risk students.

The CPB-funded Public Television Outreach Alliance (PTOA), which began *PLUS*, is public broadcasting's primary outlet for helping to enable local communities to achieve solutions to problems. The PTOA continues to make education activities its highest priority.

D. NEW PUBLIC BROADCASTING SATELLITE

CPB and public broadcasting have undertaken a major effort to develop satellite technology to extend educational opportunities. This effort was made possible when the Congress invested in new public broadcasting satellites for radio and television that will increase dramatically public broadcasting's potential contribution to education. In 1988, Congress authorized, and appropriated over the next three years, nearly \$200 million for CPB to replace the public broadcasting satellite interconnection systems. These new satellite interconnection systems, which will become operational in late 1993, will provide public broadcasting with new opportunities to integrate many of the existing and developing technologies into the satellite-based interconnection systems that will provide service into the next century.

With six transponders and the advent of digital compression, public television will be able to provide simultaneously up to 20 channels. Digital compression techniques allow more information (video, data, audio) to be compressed into a single transponder.

Each channel will be able to deliver high-quality video and audio services for education, such as a dedicated children's channel. New satellite technologies will make possible two-way, interactive instruction.

An example of how satellite technology already has made a difference in education is the Satellite Educational Resources Consortium (SERC), which received one of the first Star Schools grants and which CPB helps to support. Through live, interactive classes, SERC gives students in geographically and economically disadvantaged areas access to excellent teachers in critical subject matters such as mathematics, science, and foreign languages. SERC utilizes a collaboration of state public broadcasting networks and departments of education in 23 states. Sixty percent of participating SERC schools are rural, and 71 percent are eligible for Chapter I funds.

The new public broadcasting satellite will enable much broader implementation of these types of services. However, funding now must be targeted toward the development of programming in order to use the satellite to its maximum capacity.

IV. USING CPB AND PUBLIC BROADCASTING AS A VEHICLE FOR READY-TO-LEARN PROGRAMMING

Mr. Chairman, CPB applauds and supports the efforts of this committee to focus national attention on the current state of children's educational programming. The Corporation believes that the objectives contained in your legislation represent another integral step in our nation's resolve to address this important need. As the recognized leader in identifying and funding the development of high quality children's programming, CPB stands ready in every way to assist you and the Committee in your efforts.

We are deeply appreciative of this Committee's recognition of the value that public broadcasting brings to our nation's youth. With comparatively few resources, public broadcasting has set the standard which is not met through any other programming.

Federal support for public broadcasting to increase the availability of children's educational programming can offset the void in quality children's programming by providing the means to the single institution which has demonstrated both the true commitment and the capability to use television to benefit the education of children. By using CPB as a vehicle, Congress also taps an effective system of locally based institutions which actively engages in supporting community education efforts; avoids unnecessary duplication of resources and unnecessary administrative delays that could

result from assigning the task to a federal agency; and ensures maximum accountability for the most effective use of federal dollars while protecting against federal interference in programming:

- CPB's expertise and proven track record in the funding and development of children's television uniquely positions the Corporation to act as a resource for Congress. Over the 25-year history of CPB, the Corporation has developed a vast network of experts, producers, and educators in the field that, together with CPB, have provided the foundation for the high-quality, educational children's programming and services available on public broadcasting.
- By utilizing CPB, Congress will limit duplication and devote maximum funding to programming with little loss due to overhead and administrative costs. The Corporation, through its strong network in communities such as education, psychology, child development, television programming, and related disciplines, provides an attractive opportunity for the Congress to capitalize on CPB's experience. One organizational model is the Annenberg/CPB Project, a semi-autonomous, dedicated fund. Under this model, the Project handles program priorities and funding decisions with administrative support provided by CPB. The establishment of a similar model by the Congress and the reliance on other CPB resources would serve to dedicate further maximum resources toward children's programming.
- CPB is accountable to Congress for the expenditure of federal funds, yet still has a mandate to ensure protection from governmental interference in all programs funded by the Corporation. As the Chairman knows, CPB is a private, nonprofit, nongovernmental corporation, not a federal agency. Under the Public Broadcasting Act of 1967, CPB is removed from the government, thus assuring the public that editorial and artistic freedom are protected in programming funded with their money, while at the same time assuring Congress that the funds with which it is entrusted are being spent responsibly. The principle of avoiding pressure by outside funders on the editorial and artistic freedom of producers is anchored in the First Amendment. By design, CPB and public broadcasting have developed a structure, policies, and procedures to protect the integrity and freedom of program decisionmaking that cannot be duplicated within a government agency.

To ensure effectiveness, CPB also believes that any legislation should provide expressly for the development of training programs to enable day care providers and teachers to learn methods and exchange ideas about how programming and materials can be used most effectively. In addition, the legislation should emphasize the importance of the role of the parent or day care provider in preparing a child to learn and underscore the critical nature of their involvement in school readiness.

Finally, it would be essential that CPB have the flexibility to determine the most effective means of distribution to the widest audience, and to have the ability to employ new technologies as they become available. Since 1978, Congress has found that it is "in the public interest to encourage the growth and development of nonbroadcast telecommunications technologies for the delivery of public telecommunications services," (47 U.S.C. 396(a)(2)) including, but not limited to, coaxial cable, optical fiber, broadcast translators, cassettes, discs, microwave, or laser transmission through the atmosphere.

Consistent with that provision, the Senate included an amendment to the CPB reauthorization legislation when it was considered earlier this year which would require CPB to report on the potential distribution options for ready-to-learn programming within 90 days of enactment. CPB already has begun to prepare this report. Among the possible avenues for distribution which may be discussed in the report are use of the public television satellite to distribute programming to stations, as well as to schools or homes that have or can acquire downlink equipment; video cassette distribution; direct broadcast satellite distribution to schools or homes; and cable distribution.

V. CONCLUSION

As this nation commits itself to improving school readiness, we must heed the Carnegie report's words: "... there is no way for a national ready-to-learn campaign to succeed fully unless the television industry becomes an active partner." Because of the scarcity of funds available for children's programming, your legislation is an important factor in this campaign. Although CPB has set the standards for the identification and support of quality educational children's programs, the Corporation has never had, and does not currently have, sufficient funds to target an intensive effort such as this that is needed to ensure school readiness for our nation's future leaders.

The Carnegie report states, "If America hopes to achieve its first education goal, television must become part of the solution, not part of the problem." The Corporation for Public Broadcasting has been part of this solution for the past 25 years, but unless significant resources are targeted toward early childhood education, the Corporation will be forced to continue to turn away quality programming proposals for lack of sufficient funding. It is the children who lose under these circumstances, and our nation's future is threatened when our children suffer.

In closing, I would like to commend you, Mr. Chairman, for introducing legislation and holding this hearing on this important issue. Thank you for inviting me, on behalf of the Corporation, to share my thoughts with you. We are eager to be of further assistance.

READY TO LEARN

A MANDATE
FOR THE NATION

ERNEST L. BOYER

The Carnegie Foundation for
the Advancement of Teaching

The Fifth Step

TELEVISION AS TEACHER

In the summer of 1938, essayist E. B. White sat in a darkened room and watched transfixed as a big electronic box began projecting eerie, shimmering images into the world. It was White's introduction to television and in response he wrote: "I believe television is going to be the test of the modern world, and that in this new opportunity to see beyond the range of our vision, we shall discover either a new and unbearable disturbance of the general peace or a saving radiance in the sky. We shall stand or fall by television—of that I am quite sure."¹

Next to parents, television is, perhaps, a child's most influential teacher. We therefore recommend in this chapter that parents guide the viewing habits of their children. We urge as well that commercial networks air at least one hour of children's programming every week, with school-readiness messages interspersed. Third, we propose that a Ready-to-Learn Cable Channel be created and, finally, that a national conference be convened to explore how, during the decade of the nineties, television can contribute to the educational enrichment of preschool children.

The amount of time children spend watching television is awesome. A six-month-old infant, peering through the rails of a crib, views television, on average, about one and a half hours every day. A five-year-old watches an hour a day more. By the time the child sets foot in a kindergarten classroom, he or she is likely to have spent more than *four thousand hours* in front of this electronic teacher. All told, the nation's nineteen million preschoolers watch about fourteen *billion* hours of television every year.²

Television sparks curiosity and opens up distant worlds to children. Through its magic, youngsters can travel to the moon or the bottom of the sea. They can visit medieval castles, take river trips, or explore imaginary lands. Researcher Genevieve Clapp wrote, "Television has opened to children worlds that have been inaccessible to previous generations. Science, history, literature, music, art, and life in other countries are available at the press of a button."³

Television began with such promise. In the November 1950 issue of *Good Housekeeping* one enthusiastic mother wrote: "By and large I think that television is Mama's best friend . . . [and] Kukla, Fran, and Ollie are one cogent reason. . . . [Television] widens horizons. Surprisingly often, it brings into the home good plays, competently acted."⁴ Further, this mother noted, an inspired television teacher, Dr. Roy K. Marshall, talks about "earthquakes, the solar system, nuclear fusion. . . . Seeing what he can accomplish in fifteen minutes proves the great potentialities of television in the field of education."⁵

No one can deny television's great potential, but over the past thirty years, commercial television's great promise has faded from the screen. This multibillion dollar industry has decreed that the airwaves are overwhelmingly for adults, not children. What today's children *actually* encounter every weekday afternoon is not Kukla, Fran, and Ollie or a latter-day "Dr. Marshall," but enough soap operas to flood a laundromat. Edward Palmer, author of *Television and America's Children*, has said ". . . It is economically irresponsible that we fail to use television fully and well to help meet nationwide educational deficiencies in all key school subjects."⁶

On Saturday morning, during the so-called "children's hour," youngsters are served a steady diet of junk-food commercials and cartoons that contain, on average, twenty-six

acts of violence every sixty minutes.⁹ Newton N. Minow, former chairman of the Federal Communications Commission, recently described television as "the most important educational institution in America. All of television is education," he said. "The question is, what are we teaching and what are we learning?"¹⁰

According to kindergarten teachers, children are learning precisely the wrong things, and the blur of images shortens attention span and reduces learning to "impressions." One teacher remarked: "I feel I have to tap dance to keep their interest. Just lecturing is a sure groaner. Students just want to be passive viewers. It's frustrating to have to be ABC, CBS, and NBC when I really want to be PBS and NPR!" Another observed, "TV watching must be curbed. Kids no longer know how to play basic kid games." A third wrote: "Television has taught children about 'Ninja Turtles,' but they have no idea what *real* turtles are. TV is a shocking case of child neglect."

Psychologist Daniel Anderson, after exhaustively examining the research about television's impact on the mental development of children, concludes: "Although there are questions about the degree, there's no question that television promotes violent behavior. Kids do absorb messages from television shows, but that doesn't make them good judges of the messages they're absorbing. Right now, they're showing kids a lot of violent behavior and that's reflected in kids' attitudes and outlooks."¹¹ A teacher told us: "I really believe that TV-watching stimulates aggressive behavior and decreases the ability of children to play together without some form of fighting."

Inga Sonesson, a sociologist at Sweden's University of Lund, monitored the behavior and television-viewing tastes of two hundred children over a ten-year period. "We found," she wrote, "a clear and unmistakable statistical correlation between excessive television and video viewing on the one hand and the development of antisocial behavior and emotional problems on the other." Sonesson reported that six-year-olds who watched less than two hours of television daily were far less likely than those who watched more to develop learning difficulties or emotional problems. As to those who logged more television time, she noted: "Teachers reported that these were the children who were more aggressive, more anxious, and had greater problems maintaining concentration."¹²

Television's impact on children depends, in large measure, on whether parents control the dial. Most programs simply are not meant for little children, yet, in many homes, the television is on all day long. According to a Harvard University study, 70 percent of today's parents feel that children are watching too much television. Although 40 percent of parents believe that such viewing has a negative effect on their kids, pediatricians at the University of California found that barely 15 percent of parents with children between the ages of three and eight actually *guide* their children in selecting programs (table 11). Two-thirds do not frequently discuss program content with their children, and 68 percent often use television to "entertain."¹³

Table 11

Parental Involvement in Children's Television Viewing

Parent who guide their children's selection of programs	15%
Parents who frequently discuss programs with their children	38
Parent who use TV as children's entertainment	68

SOURCE: Howard Tarrs et al., "Children's Television-Viewing Habits and the Family Environment," *American Journal of Diseases of Children*, vol. 144, no. 3 (March 1990): 359.

Occasionally, parents do set rules; some have even banned television altogether. A national campaign called "tv Busters," launched by a teacher in Plymouth, Minnesota, asks students to stop watching television for twenty days—except for news and educational programs—and to keep a record of what they do instead. The results are fascinating. When the television is turned off children spend more time "riding bicycles," "playing soccer," or "raking leaves with their fathers." Others read. To date, 37,000 children in 154 schools in 39 states have become "tv Busters." This project has been endorsed by Minnesota Governor Arne Carlson, who last year proclaimed one week in October "tv Buster Week." Why not try this in every state?

With selective viewing, television can contribute richly to school readiness. But for this to happen parents must be well informed and must guide the viewing habits of their children just as they control decisions about eating and sleeping. Peggy Charren, founder of Action for Children's Television, has been an articulate, effective voice for parent involvement. "Pbs has made preschool programming a focus of their efforts," she said, "but outreach programs for audience development have not been funded. Parents and caregivers have to know about the new programs and turn them on for their children. Parents need to know about the videos that are made just for kids." Charren suggests that libraries and Head Start programs provide information about children's programming.

Clearly, more and better guidance is required. We recommend, therefore, that a Ready-to-Learn Television Guide be published, at least monthly, listing programs on both commercial and cable channels of value to preschoolers. Recently, Public Broadcasting Service and forty-three cable companies joined to publish a monthly television guide for junior and senior high school students. The magazine, *Cable in the Classroom*, which lists programs by topic, is available to schools without charge. Let's expand this idea and create a guide for preschoolers.

ABC publishes the "ABC Learning Alliance," which is designed to "make television a true partner in learning." Targeted to teachers, librarians, parents, and students, the planner describes new television programs of special interest to young people and their families. Suggested grade levels and content areas are listed, along with ideas for using television in the classroom. ABC also offers a viewer's guide for its successful "After-school Specials," a series that deals with contemporary issues. The guide includes questions for group discussion plus a list of relevant books on the topic recommended by the American Library Association. Likewise, other commercial stations as well as PBS have prepared

viewer guides to special programs. These publications, designed for teachers and parents of older students, suggest the kind of guide that's needed for preschoolers.

Parental guidance is imperative, but better children's programming is needed, too. The television industry simply must acknowledge the powerful impact television has on children and accept its responsibility to its youngest audience. Tricia McLeod Robin, president of the National Council for Families and Television, says "parents are desperate for help and television should not just be a partner in the ready-for-school campaign; it should be the leader."

Will this be the decade when television's early promise as a "saving radiance" for children is finally fulfilled?

The Federal Communications Act of 1934 sought to ensure that the airwaves would serve the best interests of all people, including children.¹¹ But since then, only a few truly creative steps have been taken on the commercial networks. For years, "Ding Dong School" and "Captain Kangaroo" greeted millions of little children, who heard good conversation, learned exciting lessons about life, and were enthralled that someone was talking directly to them. Sadly, these "ready-to-learn" programs fell victim to a "bottom line" mentality. Profits were placed ahead of children. It is inexcusable that, today, no commercial network airs a single regularly-scheduled *educational* program for children.

PBS, on the other hand, has been more attentive to young viewers. For over a quarter of a century, "Sesame Street" has led the way. Joan Ganz Cooney, who started this remarkable program in 1968, said that the aim of "Sesame Street" was "to promote the intellectual and cultural growth of preschoolers."¹² Featuring Jim Henson's Kermit the Frog, Big Bird, the Cookie Monster, and a host of creative personalities both real and imagined, "Sesame Street" is today viewed by millions of children in more than 80 countries. This historic, pioneering effort has contributed dramatically to school readiness, and, as a splendid program, enhances learning, especially of the basic skills.

"Mister Rogers' Neighborhood" also illustrates television's "promise fulfilled." Children who spend time with Mister Rogers develop feelings of self-worth, better understand their world, learn essential skills and stretch their imaginations. They're more likely to help another child.¹³ A recent study at day-care centers in Ohio found that "Mister Rogers' Neighborhood" helps children become more cooperative, self-confident, and creative. Viewers, they found, are less aggressive than nonviewers and make greater gains in verbal skills. Teachers also noted that children become better conversationalists after viewing Mister Rogers.¹⁴

More good news: The Corporation for Public Broadcasting recently announced funding for a new thirty-minute preschool series, "The Puzzle Factory," which will teach socialization and life skills. Slated to air by 1993, "The Puzzle Factory" will feature multicultural puppets at work in a make-believe puzzle workshop, whose stories will encourage children to make choices, take risks, and experiment.¹⁵ Celebrity guest stars, animal mascots, and a variety of other characters will appear. According to executive producer Cecily Truett: "This is a people show, and these are 'human being' lessons. The essence of this program is that people are individuals. Each of us is unique."¹⁶

"Reading Rainbow," another PBS program, introduces young television viewers to a book, presenting the story in rich detail. Several years ago, "Ramona," a series based on the stories of award-winning children's author Beverly Cleary, won rave reviews and a huge following. "Shining Time Station," another award-winner, featured former Beatle Ringo

Start as a train conductor. Action for Children's Television describes the show as "basic life lessons gently taught in an enchanted setting." "Long Ago and Far Away," a series featuring children's literature from foreign countries, included shows based on *The Pied Piper of Hamelin*, *The Wind in the Willows*, and Russian folktales. The response was tremendous: teachers deluged WGBH in Boston with requests for its teacher's guide.

"Barney and Friends," a new program for preschoolers scheduled for spring of 1992, features a big purple dinosaur who has adventures with his young friends in a day-care playground and classroom. Two Dallas mothers on extended maternity leave created "Barney" when they found it impossible to find good programs for their own kids. Shari Lewis's "The Lamb Chop Play-Along" is also scheduled to premiere soon. The show is designed to encourage young children to sing, count, rhyme, and hop along with Shari and Lamb Chop.

PBS surely has been a pacesetter in children's programming. Still, commercial networks, which profoundly influence the lives of so many children, also have a role to play in helping America achieve its education goal. We recommend, therefore, that each of the major commercial broadcast networks—CBS, NBC, ABC, and Fox—offer, at an appropriate time, at least one hour of educational programming every week. Is it too much to ask each network to devote just sixty minutes of quality television every week to children?

The Children's Television Act, landmark legislation passed by Congress in 1990, signals hope. As a condition of license renewal, the new law directs stations to provide programming specifically designed to serve children, limits the amount of advertising time, establishes procedures for public accountability, and relies heavily on citizens to monitor local stations to assure compliance. Action for Children's Television has prepared a video—"It's the Law!"—to encourage just such community involvement. PBS commentator Bill Moyers declared: "If the Children's Television Act does not make a difference, we will have lost perhaps the last opportunity to save children from mindless mass communications...."

A National Endowment for Children's Educational Television also has been created. We urge that Congress increase appropriations to the endowment to \$20 million to fund high-quality programs, especially for preschoolers. Further, manufacturers of children's products—such as toys, cereals, and fast foods—should devote at least some of their profits to educational television. Recently, the Ronald McDonald Family Theater presented "The Wish That Changed Christmas," based on Rumer Godden's *The Story of Holly and Ivy*. Host Ronald McDonald made live appearances during breaks to reinforce story ideas and to encourage families to discover books at their local libraries. Linda Kravitz, assistant vice-president for marketing at McDonald's, says: "With literacy in America becoming an increasingly important issue, we believe that encouraging kids to read more is an appropriate role for McDonald's." This illustrates precisely what we propose.

The new Act also limits commercials in children's programs to ten and a half minutes each hour on weekends, and twelve minutes weekdays. Cutting commercial time may reduce the bad, but fail to advance the good. While older children show less interest in commercials, three- and four-year-olds often show an increase in attention.²⁶ And what do they see? According to one observer, "A child watching television programs for children sees ads for sugared cereals, candy, snack foods, and sugared drinks in an

unceasing barrage and learns nothing of the essentials for a balanced diet." Peggy Charren explains the dilemma best: "... it seems abundantly clear that almost everyone in the television business is still trying to figure out how to benefit *from* children instead of how to benefit children."

While focusing on the length of commercials, let's also consider *consent*. Specifically, every sixty-minute segment of children's programming on commercial networks should include at least one Ready-to-Learn message addressing the physical, social, or educational needs of children. Why not have colorful segments on nutrition, exercise, and exciting books? Why not illustrate highlights from history, interesting scientific facts, or lessons on social confidence and getting along with others? Why not feature a kindergarten teacher describing a child's first day at school?

Commercial networks have occasionally made such a commitment. From 1973 to 1985, for example, ABC aired "School House Rock," innovative mini-programs presented during the Saturday morning cartoon line-up.²⁰ Through music, rhyme, and animation, children learned about grammar, math, the human body, and American history in five-minute segments called "America Rock," "Multiplication Rock," "Grammar Rock," and "Science Rock." Millions of viewers, now young adults, still remember the "Conjunction-Junction" song, and the history lessons taught by an animated Thomas Jefferson.

Today, NBC airs "The More You Know," public service messages aimed at parents and children. In ten- and thirty-second spots, celebrities promote learning, parental involvement, teacher appreciation, and discourage students from substance abuse.²¹ Children's Action Network and the American Academy of Pediatrics recently prepared "commercials" aimed at parents. They feature Robin Williams and Whoopi Goldberg, who urge parents to have their children immunized. Possibilities for ready-to-learn messages like these are almost limitless.

Cable television, a powerful, fast-growing part of the industry, also offers great possibilities for the education of young children. We have cable channels devoted exclusively to sports and weather, sex, rock music, health, and around-the-clock news. Why not have one cable channel devoted solely to preschool children—at least one place on the TV dial parents could turn to with confidence, one reliable source of enriching programming all day long? Further, with a Ready-to-Learn channel, day-care directors and preschool teachers could incorporate TV programming into their daily schedules.

Cable channels do occasionally focus on young children. The Disney Channel, for example, features "Under the Umbrella Tree," which teaches preschoolers to use the telephone and doorbell, share with their friends, and help others. "You and Me, Kid" deals with parent-child relationships, and such classics as "Winnie the Pooh," "Babar," and "Pinocchio" make up Disney's preschool line-up. Nickelodeon offers a two-hour block of preschool programs each day, from 10:00 a.m. to noon. "Eureeka's Castle" includes puppets, comedy, music, and adventure. "Sharon, Lois & Bram's Elephant Show" takes its little viewers on adventure trips accompanied by an elephant. "Fred Penner's Place" uses stories, songs, and games to entertain and educate. On the Discovery Channel, children travel to distant places and learn about animals and their habitats. The Learning Channel program "Castles" uses animation and live action. The colorful photography and clear narration capture young viewers.

The LIFETIME channel recently began airing "Your Baby and Child with Penelope Leach," which explores developmental changes in children from birth to preschool. Last fall, the Family Channel presented a one-hour special called "Discovering the First Year of Life," and features "American Baby" and "Healthy Kids" on alternate weekday afternoons.

LIFETIME also features pediatrician T. Berry Brazelton in "What Every Baby Knows" and "An American Family Album," that focus on such issues as discipline, fears, working moms, preparing for a baby, and the child's transition to preschool. "Families need value systems they can believe in," says Brazelton. "This series will give us a chance to identify value systems in different groups around the country so that parents will have some choices."

Locally produced shows also can be enriching. WCVB in Boston has created "Captain Bob," a grandfatherly man who teaches children to draw and appreciate the environment. "Jabberwocky" uses actors and puppets to entertain and educate three- to six-year-olds each week. "A Likely Story," the newest of WCVB's productions, follows a librarian and her bookmobile on adventures through "The Magic Book," encouraging four- to eight-year-olds to read. WRLL in Columbia, South Carolina, another exceptional station, produced "The Playhouse," a six-part series that emphasizes self-esteem, and "Let's Play Like," a series devoted to imagination. The pilot program recently won a "Parents' Choice" award.

Most encouraging, perhaps, is the way technology itself is changing, offering new power to parents and new learning possibilities to children. Satellites, fiber optics, and laser disks will also be tomorrow's teachers, and videocassettes are already providing learning possibilities for preschoolers. With videocassettes, parents can stop the show for discussion and repeat segments. Excellent titles for children exist and new ones are regularly being added. *Bowker's Complete Video Directory 1990* devoted an entire volume to educational videos, many for preschoolers. Further, most libraries have video collections and the American Library Association publishes a brochure entitled, "Choosing the Best in Children's Video." We suggest that every library create a special ready-to-learn video section, so parents can easily identify appropriate titles.

With a dash of optimism, we can see the nineties as a decade when television's promise to our children finally is fulfilled. What is needed now, we believe, is a more coherent policy established not just by government but by concerned citizens and committed leaders in the industry itself. Specifically, we recommend that a National Ready-to-Learn Television Conference be convened. The proposed forum should identify issues vital to children's programming and develop strategies to improve its quality. The promise is to enrich the lives of *all* children, to give them an exciting new window to the world, with words and sounds and pictures that dramatically enhance their school readiness. Newton Minow recently said: "A new generation now has the chance to put the vision back into television, to travel from the wasteland to the promised land, and to make television a saving radiance in the sky." • We could not agree more.

The Fifth Step

Television as Teacher

1. E. B. White, "One Man's Meat," *Horper's Magazine*, vol. 177 (1938), 553.
2. If nineteen million preschoolers watch roughly two hours a day times 365 days a year, they watch 14 billion hours of television a year; see Robert M. Liebert and Joyce N. Sprafkin, *The Early Window*, 3rd ed. (Elmsford, NY: Pergamon Press, 1988), 5.
3. Genevieve Clapp, *Child Study Research: Current Perspectives and Applications* (Lexington, MA: Lexington Books, 1988), 71-72.
4. Bianca Bradbury, "Is Television Mama's Friend or Foe?" *Good Housekeeping*, November 1950, 58.

5. Personal communication; see also Edward Palmer, *Television and America's Children: A Crisis of Neglect* (New York: Oxford University Press, 1988).
6. "Content Analysis of Children's Television Advertisements," The Center for Science in the Public Interest (Washington, DC: May 1991), reports that over 200 commercials for high-sugar and high-fat junk food appear each Saturday morning.
7. Diane Radecki, "Cartoon Report," The National Coalition on Television Violence (Champaign, IL: April 1991).
8. Newton N. Minow, "How Vast the Wasteland Now?," speech, Columbia University, New York, 9 May 1991 (New York: Gannett Foundation Media Center, 1991), 13.
9. Daniel R. Anderson testified before the U.S. Senate in the April 12, 1989 hearings on "Education, Competitiveness, and Children's Television"; also, he has written with Patricia A. Collins, "The Impact of Children's Education: Television's Influence on Cognitive Development," U.S. Department of Education, April 1988.
10. Inga Sonesson, *Förskolebarn och TV* [Elementary Schoolchildren and television]. (Stockholm: Esselte Studium, 1979), 206-208.
11. Howard Taras et al., "Children's Television-Viewing Habits and the Family Environment," *American Journal of Diseases of Children*, vol. 144, no. 3, March 1990, 357-359.
12. Personal communication, Peggy Charren, December 1991.
13. "ABC Learning Alliance: Back-To-School Planner" (New York: ABC Community Relations, CISTems, Inc., 1991).
14. Liebert and Sprafkin, *The Early Window* (New York: Pergamon Press, 1988), 41.
15. *Ibid.*, 219.
16. *Ibid.*, 232.
17. Extending "The Neighborhood," to Child Care, Public Broadcasting Foundation of Northwest Ohio, Toledo, 1991, 102.
18. *CPB Report*, 18 November 1991, vol. 10, no. 23 (Washington, DC: Corporation for Public Broadcasting).
19. John Wilner, "Preschool Series to Teach Life Skills," *Current: The Public Telecommunications Newspaper*, 18 November 1991, 7.
20. Liebert and Sprafkin, *The Early Window*, 166.
21. *Ibid.*, 12.
22. Peggy Charren, *ACT: The First 20 Years*, 1988, Action for Children's Television, 1.
23. Personal communication, Capital Cities/ABC, Public Relations, network programming department, November 1991.
24. Personal communication, Marcy Dolan, NBC, December 1991.
25. Minow, "How Vast the Wasteland Now?"

Prepared Statement of David Britt

Chairman Kennedy and Members of the Committee:

I am David Britt, President/Chief Executive Officer of Children's Television Workshop. We at CTW applaud your leadership in holding these hearings today. The legislation proposed by Senator Kennedy responds to an urgent need. It focuses attention on using the media and technology in a variety of ways to serve America's children. With proper programming and support, CTW's experience shows that technology can ^{and do} make vital contributions. So we welcome this initiative and look forward to its progress.

I thought it would be useful to share with you some of the lessons CTW has learned in using media technology to serve children's education, and also to offer some thoughts you may want to consider as you move ahead with this initiative.

As you may know, CTW has about 25 years' experience in using mass media to educate children. We started with Sesame Street, which helps preschoolers get ready for school, both developmentally and intellectually. 1-2-3 CONTACT and Square One TV, our series for eight- to twelve-year olds, help provide elementary-school children with informal education in, respectively, science and mathematics.

Research shows that children do learn from television. This is amply documented here in The Power of Television to Teach, which I would like to include in the record.

We have also proven that mass media, if it is widely distributed, can be a cost-effective educational tool, costing less than a nickel per viewing. We have been able to make our programs accessible to everyone through the support of public television's infrastructure.

However, the world has changed a great deal since our founding in 1968. Today, our children's educational needs are greater than ever. But more and more often, children are in child care rather than at home. At the same time, technology has become much more accepted as an educational tool in institutional environments.

To adapt to these changes, we at CTW are working on ways to ^{make} ~~take~~ education ^{available} via broadcast and VCR technology. One example is the Sesame Street Preschool Educational Program Initiative, or Sesame Street PEP. Sesame Street PEP's goal is very simple: to help motivate children to learn. This is done by combining the proven educational power of Sesame Street as broadcast, with activities and storybook reading.

We have set up Sesame Street PEP as a partnership among public television stations, child care providers, other community organizations, public and private funders, and CTW. We at CTW produce Sesame Street and related materials, and provide training for care care providers, in both family homes and organized facilities, in the use of PEP's components with young children.

The net result is that providers, particularly family child care providers, are better able to use television constructively--not just as a babysitter. Most importantly, they are better equipped to stimulate preschoolers' natural curiosity, to help prepare them for school. For many, Sesame Street PEP training is the first they have ever had. One provider told us that afterwards, she felt like an educator, not just a caretaker.

Sesame Street PEP began as a successful one-year pilot project in Dallas, Texas. Since the fall of 1991, the initiative has expanded to 55 partnerships in 29 states.

Sesame Street PEP meets local needs. For example, in Muncie, Indiana, public television station WIPB has brought Sesame Street PEP to the preschool program of the Miami Tribal Nation, and through Head Start, to most of the disadvantaged children in the county where the station is located.

Right now, Sesame Street PEP has reached about 45,000 children across the country. With CPB lead funding, we aim to bring PEP to five million children across the United States by 1996--half the number who will be in child care by then.

To reach older children, we have seized opportunities to adapt material from our science and mathematics programs for use in schools and afterschool programs. For afterschool programs, we have developed kits that combine videotape material from our science and mathematics series with entertaining and educational hands-on activities and games.

We train club leaders and afterschool program personnel to use these kits. Our kits have been adopted by state-funded afterschool programs in Hawaii and California, and are in use in over 45 states.

For example, in Los Angeles, the kits are being used in a community-based afterschool program, L.A.'s Best, which reaches close to 5,000 students aged five to eleven years in neighborhoods vulnerable to gangs and poverty, including south-central Los Angeles. Recently, L.A.'s Best held a city-wide science competition. The winners, two girls who won a week at the U.S. Parent/Child Space Camp in Huntsville, Alabama, were inspired by our kit on space adapted from 3-2-1 CONTACT.

As interactive technologies--computer software and interactive video--become more a part of children's lives, we have looked for ways to put these media to educational use. For example, we were the first to produce educational games for Nintendo.

We see great potential in educational multimedia--combining video and high-quality sound with interactivity. We are working on products for schools as well as mass market.

But the real breakthrough will come when it is possible to "broadcast" interactive products. This will happen eventually. To that end, we are exploring ways of doing this through phone lines, cable broadcasting, and satellite distribution.

As you develop educational policy relating to today's technology--such as television--as well as tomorrow's, I'd like to make a few general observations. It is clear that we will have available a variety of distribution systems--cable, fiber optics, direct satellite broadcast. Therefore, it is crucial that legislation be highly flexible, and not wedded to any one technology, so that we can take advantage of new systems as they appear.

As new systems evolve, we must insure that children, our most important national resource, are not left out. Typically, the harsh economics of the commercial marketplace mean that children's education gets assigned a low priority. It needs be our first priority.

America's children deserve the best possible programming that contributes to their education and healthy development. To ensure that this is so, programming and related services should be evaluated regularly for appeal and educational effectiveness.

Mr. Chairman, experience has taught us that if education is not included at the outset, it is difficult, if not impossible, to add it later. Again, thank you for your initiative in this important area, and for the opportunity to speak to you today.

Prepared Statement of Carolyn Dorrell

Mr. Chairman, Members of the Committee:

Thank you for the leadership you bring to this important issue and the attention you focus on our nation's young children, as well as on those individuals who are dedicated to their care and education. It is indeed welcomed. The legislation you propose is carefully drafted to provide dissemination and programming and I commend your efforts.

Reports by the National Governors' Association, the National Commission on Children, as well as the Children's Defense Fund, unanimously affirm new evidence that successful solutions in educational, as well as, social and economic problems must focus on what happens to the young children and their families. *in our country*.

Solutions must include the care givers and the teachers of young children in the myriad arrangements of ^{out-of-home} child care, from family child care homes to Head Start facilities. The extent of their knowledge in early childhood education will determine the quality of the services they provide.

What are the available resources for both the care providers and parents ... resources which give valuable information on the sometimes simple but powerful messages adults send children?

We are here today to discuss one resource that is available - telecommunications. Over ten years ago, the state of South Carolina looked to the resources of South Carolina Educational Television to help provide urgently needed training in child development, early childhood education, and parenting skills. SC ETV purchased televisions and VCR's, videotaped interviews and presentations, and placed them in child care centers across our state. These tapes are viewed on site by staff and parents, providing the only child

care training in many areas. SC ETV also produced for-broadcast programs which were both for teachers and parents, giving them vital information on the care and education of children.

The use of video as a training resource has the benefits of *SHOWING* the viewer important skills and behaviors which are vital to implementing effective educational settings for young children. Parents and providers gain skills and confidence after "seeing" positive interactions.

The use of these programs has grown beyond South Carolina through distribution and sponsorship by the National Association for the Education of Young Children. Last year over 11,000 videotapes were distributed nationally on topics such as discipline, curriculum, growth, and development. Users included public and private providers, colleges and universities, and the American Red Cross, who used the programs for cost-effective training at the local level.

With this proven experience, SC ETV was successful in securing funding through a demonstration grant from the U.S. Department of Health and Human Services to take advantage of another step in available technology - satellite delivered, interactive telecommunications. The goal of this project, the Early Childhood Professional Development Network (ECPDN), which is modeled after the successful SERC/Star Schools program, is to deliver training to Head Start teaching teams in rural, isolated areas who serve American Indians, Alaskan Eskimos, and interstate migrants. The training seminars, which are delivered live, incorporate approved curriculum and practices in exemplary Head Start classrooms. There are also interviews with experts, permitting viewers to interact via telephone. The training program consists of 120 contact hours, with a combination of video seminars and audio discussion sessions. The total program meets the training requirements for a Child Development Associate (CDA) credential that will be required for Head Start teachers. Teachers in these isolated areas would not have access to this critical training without ECPDN.

Through live, interactive technology, Head Start can reach the estimated 10,000 staff who require training each year. ECPDN will enhance local training rather than substitute it. SERC has proven that telecommunications can be an effective tool in reaching students that otherwise would not have access to specialized courses in math, science, and foreign language. Through South Carolina's ECPDN, we can do the same for child care providers.

South Carolina is implementing ECPDN by using existing satellite receive dishes, some are part of the STAR SCHOOLS grants -- others are located at colleges and universities, public television stations, other local government sites, and Indian colleges. However, even a home satellite dish could be used, allowing smaller groups of families and caregivers to participate.

Using the best and most sophisticated resources that our nation possesses underscores its value and effectiveness. A few examples of the people taking this training are -- three Head Start teachers in Hooper Bay, Alaska, an isolated fishing village on the Bering Sea...three Head Start teachers in a rural area of Mississippi...and teachers at an Indian Pueblo in New Mexico. They can have high-quality training delivered right to their neighborhoods. They will surely feel what they are doing is very important.

While others are examining and expanding more appropriate ways of using television directly with young children, South Carolina's ECPDN is focusing on the use of interactive telecommunications to deliver the best teachers, educational curriculum, and resources to those who need it the most child care providers. We're reaching them in Alaskan

villages, Native American areas, migrant camps, and rural areas across this nation. With a small investment, we can extend this training to parents and others who care for children in their homes and community centers.

The goal of Ready to Learn for our children requires not only more direct services to children, but a substantial commitment to a telecommunications infrastructure that is already in place. School readiness for our children is one of the most important investments our nation can make. Early learning is the template for a successful school experience and educational technologies is our nation's best chance to provide this experience to as many children as possible.

Mr. Chairman, I thank you for your leadership in addressing this issue with your legislation. I am pleased to take any questions you may have. Thank you.

STATEMENT OF SENATOR CLALBORNE PELL (D,RI) ON THE READY TO LEARN
TELEVISION ACT, AUGUST 5, 1992

Mr. Chairman, at the outset of today's hearing, I would like to commend you for your outstanding leadership and initiative in the area of early-childhood education. I am pleased to be a cosponsor of this important and potentially far-reaching legislation. What we do in the first years of a child's life has profound and lasting effects on his or her development.

I am sure we would all agree the family is every child's first and most important educator. In this role, television, though cursed by some, has enormous potential to be a positive educational resource. Before the average child steps through a schoolhouse door, he or she has spent over four thousand hours in front of the television set. Sadly, for most children this time has not been used productively, but in fact, has been detrimental to their cognitive development. With just cause, parents often

look at television as an adversary rather than as an aide in the education process.

We do know, however, of valuable programs such as "Sesame Street" and "Mister Rogers' Neighborhood" which have had a positive influence on countless numbers of children. This type of programming has become increasingly rare, though, because of the bottom-line profit demands of most commercial networks. Worse still, this trend seems to be occurring at precisely the time that the need for such programming is growing. Over one-third of all children do not come to school ready to learn, and according to elementary school teachers, the situation is not improving.

The legislation we are introducing today seeks to support the development and distribution of high quality, interactive educational programming. It is a concrete and cost-effective effort aimed at achieving our Nation's first education goal -- that all children will begin school ready to learn. I am afraid if we are not successful in reaching this first goal, it will be that much more difficult to reach the others.

Again, I commend the Chairman for bringing forth this important legislation. It should be the subject of continued discussion and receive due analysis and consideration. I look forward to working with the Chairman on this in the future.

STATEMENT OF SENATOR CHRISTOPHER J. DODD
ON THE INTRODUCTION OF THE
"READY TO LEARN ACT OF 1992"
August 5, 1992

Mr. President, I rise today in support of the "Ready to Learn Act of 1992," which Senator Kennedy is introducing and I am pleased to cosponsor. This legislation opens new avenues of creative learning for American children by encouraging the positive use of today's television technology. The bill also contains some important provisions to improve the quality of Head Start, including several training improvement amendments I intend to introduce separately in the near future. If our children are not equipped with the basic tools for learning, they will not be prepared for the complex workplace that will await them fifteen or twenty years from now. This legislation encourages innovation in ensuring that our children are indeed ready to learn.

Television often is excoriated as the root of many of the evils affecting our nation's children. Certainly, it is a powerful technology, but one that need not be detrimental if used in the right way. Video programming can be a potent tool in preparing children for school. Public broadcasting has led the way with innovative programming that helps children learn. Programs such as Sesame Street and Mister Rogers have entertained millions of children while teaching them about themselves and their world.

The Ready to Learn Act takes this work one step further. It would help early childhood and elementary educators use video programming to enhance the learning experience for children by promoting the development of training and instructional materials, including interactive programming, to help providers and parents become more knowledgeable about child development. It also would expand the availability of high-quality video programming, including a special "Ready to Learn" channel.

The idea of using television programming as a training and learning tool has been used effectively by the Children's Television Workshop, which built on Sesame Street with activities and learning materials to be shared by children, child care providers, and parents. The program enhances, rather than replaces, normal activities offered by the provider. Such programs are excellent sources of training in child development.

Connecticut Public Broadcasting is an enthusiastic supporter of the Sesame Street PEP program, as it is known, and has pursued numerous linkages with Connecticut child care providers interested in this service. Unfortunately, funding is not readily available for such an initiative. The Ready to Learn Act would help remedy that situation for Connecticut and other states where this approach could be an exciting new venture for public broadcasting and child development and education staff.

This legislation also contains several important provisions to enhance the quality of Head Start programs. Head Start has helped prepare millions of children enter school ready to learn. We all agree that more children should have the opportunity for participating in Head Start--it currently serves fewer than one in three eligible children. The 1990 Head Start reauthorization legislation, which I sponsored, authorized full funding for Head Start. But it did something else equally as important, in my view. It focused on the need for the program to be of high quality, recognizing that the programs' effects will be blunted if we skip on the services offered simply to allow more children to participate.

The amendments in this legislation continue that theme, adding to Head Start's ability to ensure the quality of services needed to prepare children for school. Most of these amendments have already been approved by the other body, with bipartisan support. They would allow Head Start programs to purchase

buildings, enhancing their ability to offer a stable program in appropriate surroundings. The legislation would reformulate the waiver requirements for Head Start agencies that are unable to meet the non-Federal share, a condition in which nonprofit agencies may find themselves in these troubled economic times. In addition, the Department of Health and Human Services would be required to develop regulations regarding the safety of transportation used in Head Start programs.

No other single program characteristic affects quality as much as staff qualifications. Therefore, this legislation includes several provisions I authored related to staff training, provisions which I intend to introduce as a separate bill as well. They are small changes, but would help improve Head Start programs' ability to see that their staff are adequately trained and the needs of Head Start families addressed.

These amendments would clarify current provisions regarding funding for the national administration of the Child Development Associate (CDA) credential. This credential provides an opportunity for early childhood providers to improve their qualifications and, by doing so, improves the quality of the programs in which they work. The amendments also would require the Secretary to fund training to help children cope with chronic community violence. At a hearing of the Subcommittee on Children, Family, Drugs, and Alcoholism that I chaired two weeks ago, I heard about the distressing and detrimental effects this problem has on young children. Head Start staff need to be prepared to address these effects.

The amendments also would require the Secretary to develop a systematic approach to training Head Start staff. The 1990 reauthorization allocated significant funds for training as well as requiring CDA credentials for teachers. We need a strategy for meeting training needs, one that receives input from the Head

Start community. Finally, the amendments would explicitly allow the use of Head Start funds for training staff in the use of the performing and visual arts and the use of interactive television programming to enhance the learning experience. In addition to the television initiatives, I would draw my colleagues' attention to the efforts of the Wolf Trap Institute for Early Learning Through the Arts, which has worked with early childhood programs all over the country to show how the arts can help young children acquire a variety of skills and concepts.

Mr. President, preparing our children to learn is a critical task, for it will affect the ability of the workforce of the 21st century to compete with those of other nations. The legislation being introduced today offers some creative approaches to helping children become ready to learn. These approaches would not supplant other means of early childhood or elementary education. Rather, they would offer exciting new possibilities to enhance the normal activities of educators and child care providers. I commend Senator Kennedy for his efforts in putting together this legislation and urge my colleagues to support it.

STATEMENT OF SENATOR PAUL WELLSTONE

Senate Labor & Human Resources Committee Hearing
Ready to Learn: Television as Teacher
August 3, 1992

Mr. Chairman, I would first like welcome the panel of witnesses today. They have all worked hard in their own way toward ensuring that children are as prepared as possible when they enter school. In addition, I would like to commend you, Mr. Chairman, for all your efforts in fighting to better prepare children to enter school.

Earlier this year I worked hard to make sure the Corporation for Public Broadcasting received necessary funding for its fine programming. Unlike any other television station, PBS provides invaluable commercial-free educational programming for children and adults alike. Chairman Kennedy's proposal to enable the Secretary of Education, in conjunction with public television stations, to distribute educational video programs on a satellite channel will indeed enhance public broadcasting programming.

Television is one of the most powerful communication tools we have -- it should be used to pursue higher goals than just entertainment and commercial purposes. I cannot think of a better use for television than as a teacher. With the large

amount of television that children watch these days, television could prove to be one of a child's the most influential teachers next to his or her parents.

Most American households own a television thus it reaches most families and children without distinguishing between rich or poor or black or white. As inequity among schools and school districts become wider and wider, television has the potential to help equalize kids and their educational opportunities.

I must say, however, the use of television and videos certainly should not be the only way in which we help better prepare our children to enter school, but is a powerful option and is one way to start addressing this essential need that the government has ignored for too long.

One of the major problems our educational system faces is the fact that children go to school unprepared to learn. As Congress addresses essential, and long overdue, improvements to our educational system, one of the first and foremost problems to address should be preparing our children to enter school ready and eager to learn. If children begin school with basic educational tools they are much more likely to succeed in school, and, therefore, contribute positively to our economy and lead healthy and productive lives.

Thank you, Mr. Chairman, for holding these hearings and I look forward to hearing from these distinguished witnesses.

THE POWER OF TELEVISION TO EDUCATE Children's Television Workshop

INTRODUCTION

Over the last 20 years, significant evidence has been gathered showing television's power to teach and motivate children of all ages, and the Children's Television Workshop (CTW) has been a major participant in this development. CTW programs have helped prepare preschoolers for school, introduced first and second graders to phonics, and sparked older children's interest in science and mathematics.

This overview concentrates solely on research with CTW's four educational series for children: *SESAME STREET*, *THE ELECTRIC COMPANY*, *3-2-1 CONTACT*, and *SQUARE ONE TV*. In covering from these four series some major research findings that help demonstrate the power of television to serve educational needs, there is no attempt to cite every study in the literature, or to cover all details for the studies that are cited. For more comprehensive listings of studies, research bibliographies are currently available from CTW for *SESAME STREET* and *3-2-1 CONTACT*; bibliographies on the other CTW series are in preparation.¹

SELECTED EVALUATIONS OF *SESAME STREET*

Cognitive Skills

SESAME STREET was created in 1968 to help preschoolers—especially those from low-income backgrounds—acquire useful school-related skills. During *SESAME STREET*'s first two seasons, the Educational Testing Service of Princeton, New Jersey, carried out two major studies on the series to measure its effectiveness in addressing its state¹ educational goals.² Testing focused on the development of specific cognitive skills, with particular attention to the moderating effects of age, sex, prior achievement level, home background conditions (including Spanish spoken at home), as well as the measurable benefits of viewing the series at home and in pre-school classes.

A total of 543 three- to five-year-olds, 731 of whom were disadvantaged, participated in the first study; the second study had a sample of 632 children, 283 of whom came from disadvantaged backgrounds and had also been participants in the first year's study. Overall, ETS concluded that target-age children acquired important cognitive skills as a result of watching *SESAME STREET*.

The reports further concluded that *SESAME STREET* demonstrated that television can be used as an effective teaching tool. Among the ETS findings were the following:

- Children who watched the program frequently gained more than those who watched less frequently in goal areas such as body parts and function, names of geometric forms, roles of community members, names of letters, letter sounds, sight reading, number recognition, naming numbers, counting, relational terms, classification, and sorting.
- In general, the fact that children who watched more gained more held true across age, sex,

¹ *SESAME STREET Research Bibliography: Selected citations relating to Sesame Street, 1969-1989* (New York: Children's Television Workshop, November, 1989).

3-2-1 CONTACT: A Research Bibliography (New York: Children's Television Workshop, 1990).

² S. Ball and G.A. Bogatz, *The First Year of SESAME STREET: An Evaluation* (Princeton: Educational Testing Service, October, 1970).

G.A. Bogatz and S. Ball, *The Second Year of SESAME STREET: A Continuing Evaluation*, 2 vols. (Princeton: Educational Testing Service, November, 1971).

geographical location, socioeconomic status, mental age, and whether children watched at home or at school. This also held true for Spanish-speaking children.

- First-grade teachers who did not know how often their individual pupils had watched *SESAME STREET* rated frequent viewers higher in general preparedness for school than they did infrequent viewers.
- Children who viewed the series during both years acquired more favorable attitudes toward school and toward people of other races.
- Frequent viewers performed better than less frequent viewers on the Peabody Picture Vocabulary Test.

Learning Cooperation

Since *SESAME STREET*'s inception, both social and cognitive goals have been mainstays of the series' curriculum. Among its social goals, the series' third season particularly emphasized cooperation. In 1974, Dr. Leon Paulson examined the effectiveness of that season's episodes of *SESAME STREET* in teaching face-to-face cooperation to preschoolers.³

Paulson's sample of 78 children included three- and four-year-olds from disadvantaged, inner-city backgrounds. Thirty-six children viewed the entire season of programs; 42 children did not watch the show. As a measure of cooperation, Paulson used the Oregon Preschool Test of Interpersonal Cooperation (OPTIC), a situational test of social behavior.

- When tested in situations similar to those presented on the program, children who watched *SESAME STREET* during the 1971-72 Season learned to cooperate more than those who did not.

Learning Vocabulary

Recently, Drs. Mabel Rice, Aletha Huston, Rosemarie Truglio, and John Wright at the University of Kansas, within the context of a two-year longitudinal study of children's TV viewing at home, investigated the relationship between preschoolers' viewing of *SESAME STREET* and their vocabulary development.⁴

The researchers concluded that *SESAME STREET* was a contributing factor to preschool children's vocabulary development, and noted that similar effects were not evident with other kinds of children's programs, such as cartoons. The same study indicated that children who were frequent *SESAME STREET* viewers in the age range of three to five and a half performed better on the Peabody Picture Vocabulary Test, a standard test

³ P. Leon Paulson, "Teaching Cooperation on Television: An Evaluation of *SESAME STREET* Social Goals Programs," *AV Communication Review*, Vol. 22, No. 3 (1974): 229-246.

⁴ M.L. Rice et al., "Words from *SESAME STREET*: Learning vocabulary while viewing," *Developmental Psychology*, Vol. 26, No. 3 (1990): 421-428.

of vocabulary, than children who did not watch frequently.

Inner-City Audiences

In the 1970's, a series of four inner-city surveys by the Daniel Yankelovich organization tracked SESAME STREET viewership in four black and Hispanic, low-income, urban neighborhoods in New York, Chicago, and Washington, D.C.⁵ The 1978 survey, the fourth in this series, found that:

- Ninety-six percent of preschoolers in New York City's Bedford-Stuyvesant and East Harlem neighborhoods watched the series.
- Corresponding figures for preschoolers living in poverty in Chicago and Washington, D. C., respectively, were 91 and 97 percent.

In 1989, the Yankelovich organization was again commissioned to conduct a survey of the extent to which SESAME STREET was being viewed in low-income households, after twenty years of series broadcasts.⁶ This time, the sample was expanded from the original four inner-city communities to a nationwide basis, representing low income whites as well as African-Americans and Latinos, and suburban and rural locations as well as the inner city.

The results showed that SESAME STREET's viewership within low income households had held up across two decades of social change: 92% of the preschoolers had watched within the past two weeks, and 89% had watched within the last week; this held across all three ethnic groups. Another significant finding was a "second generation" effect: 40% of the mothers had themselves watched SESAME STREET as a child, and these mothers were more likely than their counterparts to discuss the series with their child, and to explicitly acknowledge its educational value.

⁵ Daniel Yankelovich, Inc. A report of three studies on the role and penetration of SESAME STREET in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago, and Washington, D.C.) (New York, 1970).

Daniel Yankelovich, Inc. A report of three studies on the role and penetration of SESAME STREET in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago, and Washington, D.C.) (New York, 1971).

Daniel Yankelovich, Inc. Results of the study on the role and penetration of SESAME STREET and THE ELECTRIC COMPANY in ghetto communities (New York, 1973).

Yankelovich, Skelly, & White, Inc. A Trend Report on the Role and Penetration of SESAME STREET in Ghetto Communities (Bedford-Stuyvesant, East Harlem, Chicago, and Washington, D.C.) (New York, October, 1978).

⁶ Yankelovich, Skelly and White/Clancy Shulman. The Role of SESAME STREET among Children in Poverty (New York, November, 1989).

SELECTED EVALUATIONS OF THE ELECTRIC COMPANY

THE ELECTRIC COMPANY was created to teach basic reading skills to six- to eleven-year-olds. Broadcast daily on public television for 14 years, it was aimed primarily at second graders in the bottom half of their class in reading, and at third and fourth graders in about the bottom quarter of their class. In the second and subsequent seasons of the series, the target audience was expanded to include first graders. After the initial 1971-1972 season of 130 half-hour programs, there were five more seasons of 130 new programs each. For eight years after that, the fifth and sixth seasons were rebroadcast in alternation.

Although designed primarily for viewing at home, THE ELECTRIC COMPANY, in two national surveys, was reported to be the most widely used television series in American classrooms.⁷

Impact on Beginning Readers

The Educational Testing Service carried out two major evaluation studies to assess what 8,363 children in the first through fourth grades learned from the first two seasons of THE ELECTRIC COMPANY.⁸

Second grade viewers who, before testing, scored in the lower half on a standardized reading test, scored significantly higher than non-viewers, in 17, or in some cases 18, of the 19 curriculum areas. ETS concluded that THE ELECTRIC COMPANY had been successful in achieving its major educational goals, and had benefited children at different levels of reading achievement. Among the findings of the first study were:

- The program had a similar effect on all groups who viewed it in school: Hispanics, blacks, whites, girls, and boys.
- Teachers in general, and first-grade teachers in particular, reported favorable attitudes towards the program.

In the second ETS study, researchers followed some of the children from the previous study, and added another group of children who were new to the study. ETS concluded that the second evaluation of THE

⁷ P.J. Ditt and R.J. Pedone, Uses of television for instruction: Final report of the school TV utilization study (Washington, D.C.: Corporation for Public Broadcasting, 1976-77).

J.A. Riccobono, School utilization study: Availability, use, and support of instructional media: Final Report (Washington, D.C. Corporation for Public Broadcasting, 1982-1983).

⁸ S. Ball and G. Bogatz, Reading with Television: An evaluation of THE ELECTRIC COMPANY (Princeton Educational Testing Service, 1973).

S. Ball et al., Reading with Television: A follow-up evaluation of THE ELECTRIC COMPANY (Princeton Educational Testing Service, 1974).

ELECTRIC COMPANY confirmed the favorable results of the first study: the series had met its goals to teach basic reading skills to its target audiences.

SELECTED EVALUATIONS OF 3-2-1 CONTACT

3-2-1 CONTACT, currently in its tenth year of broadcast on public television, presents a wide variety of scientific concepts to eight- to twelve-year-olds. The daily series, which makes a special effort to engage the interest of girls and minorities, encourages children's natural curiosity and tries to broaden their understanding of science by showing them that science is everywhere. 3-2-1 CONTACT's inventory of 228 half-hour programs is mostly grouped into theme weeks of five programs each, such as Motion Week, Water Week, and so on.

When children were asked in a recent study why they watched 3-2-1 CONTACT, nearly two-thirds said that the series was interesting and that they learned new things. Comprehension studies confirm these viewers' comments: children who watch the series acquire a basic familiarity with the concepts, facts, vocabulary, and relationships presented on the show, as well as new perceptions of the appeal of scientific activities.

Developing an Interest in Science

In 1980, Jerome Johnston conducted an exploratory study of the effects of the first season of 3-2-1 CONTACT with 56 frequent viewers.⁹ Among his findings were the following:

- Children recalled a large amount of specific information from the series and acquired an expanded view of the world of science and scientific work.
- Children demonstrated an enhanced interest in mechanical activities and other science-related tasks seen on the series.

Learning Scientific Concepts

Jerome Johnston and Richard Laker conducted exploratory research on the learning effects and appeal of 3-2-1 CONTACT's second season with 192 fourth and fifth graders at a Michigan elementary school.¹⁰ Their findings included the following:

- Children who watched two weeks of 3-2-1 CONTACT demonstrated learning gains based on information presented in the shows.

⁹ Jerome Johnston, *An Exploratory Study of the Effects of Viewing the First Season of 3-2-1 CONTACT* (New York: Children's Television Workshop, 1980).

¹⁰ Jerome Johnston and Richard Laker, *The Erikson Study: An Exploratory Study of Viewing Two Weeks of the Second Season of 3-2-1 CONTACT* (Ann Arbor: Institute for Social Research, University of Michigan, 1983).

- Particularly impressive were the changes in children's ability to explain how an airplane flies. Over 60 percent of the children in the study were able to explain the process after viewing the program on flight.
- The series' appeal was also high among students who previously did not have a high interest in science.

Positive Experiences with Science

Milton Chen conducted an exploratory study to obtain reactions to specific program material in Season II of 3-2-1 CONTACT among fourth through sixth graders in Oakland, California.¹¹ Students in four different classes viewed from two to five weeks of programs. About 70 percent of the children were black, 25 percent white, and 5 percent other minorities. The students' socioeconomic status ranged from poor to upper middle class.

Chen concluded that 3-2-1 CONTACT, which was some students' first exposure to many scientific concepts, gave its viewers positive early experiences with science. His observations included the following:

- Viewers indicated a continued interest in pursuing related topics and activities after viewing the program.
- Children also acquired a familiarity with basic scientific knowledge, absorbing many new ideas about scientific phenomena and learning the vocabulary to talk about those ideas.
- Some children expressed a change from the attitude that science was a boring, laborious, laboratory activity, and acquired a sense that science can be fun. Accompanying this shift in attitude was a broadening of topics that could be defined as "science."

Learning and Comprehending Science

In 1985, CTW concluded an evaluation of Season IV of 3-2-1 CONTACT that focused on comprehension, appeal, impact on scientific interest, and the appropriateness of material for the series' target audience.¹² Over 600 children in 24 fourth- and sixth-grade classrooms were included in the study.

The researchers concluded that 3-2-1 CONTACT had been successful at conveying new information to children in a meaningful, appealing, and age-appropriate manner. Highlights of the findings include:

- Children understood and remembered information presented on the show, and demonstrated not only the ability to recall facts, but also an improved ability to answer open-ended questions.

¹¹ Milton Chen, *Touching by Science: An Exploratory Study of Children's Learning from the Second Season of 3-2-1 CONTACT* (New York: Children's Television Workshop, September, 1983).

¹² *Summary of Quantitative Measures of the Impact of Season IV, 3-2-1 CONTACT* (New York: Children's Television Workshop, January 15, 1986).

on related topics.

- Children enjoyed the shows and demonstrated some increased degree of interest in science after watching.

3-2-1 CONTACT as an At-Home Viewing Experience

In a study commissioned by the National Science Foundation to determine how children both within the target-audience range (ages eight to twelve) and younger (ages four to seven) and their parents respond to 3-2-1 CONTACT, researchers conducted a study with 410 pairs of parents and children in their homes.¹³ Researchers concluded that significant numbers of girls, boys, and minorities are attracted to the series and respond to it positively. Among their findings were the following:

- Sixty-one percent of the children reported doing something related to science as a result of viewing 3-2-1 CONTACT. These informal learning activities ranged from discussing the show with a friend, teacher, or family member, to conducting an experiment, visiting a museum, or reading a book. Researchers noted that these activities countered concerns about television as a passive viewing experience.
- Sixty-five percent of children reported that they themselves made the decision to watch the series. The reasons most often cited for watching were that the show was interesting and the children learned new things.
- In general, children perceived scientists as positive role models, agreeing that they work hard and do interesting things. Sixty percent of the children responded that the show made them feel that they could be scientists when they grow up.

SELECTED EVALUATIONS OF SQUARE ONE TV

SQUARE ONE TV, CTW's newest series, premiered on public television in January, 1987, with 75 daily half-hour episodes aimed at eight- to twelve-year-olds. Broadcast of the third season of 40 new episodes began January, 1990. SQUARE ONE TV tackles what many children claim is their most feared subject—mathematics—by presenting parodies of familiar television formats that illustrate the use of mathematical problem-solving. The series tries to promote enthusiasm for mathematics, to encourage the use of problem-solving processes, and to present sound mathematical content in an interesting, accessible, and meaningful manner.

Studies of SQUARE ONE TV suggest that the series is appealing to its audience, and motivates them to think about and engage in mathematical problem-solving tasks.

¹³ Research Communications, Ltd., *An Exploratory Study of 3-2-1 CONTACT Viewership* (Chestnut Hill: Research Communications, Ltd., 1987).

viewers.¹⁶ Three levels of increasing difficulty were assessed: recall, understanding, and extension. Findings included:

- Even the youngest children were able to recall important problem-solving information, answering approximately 80 percent of the recall questions correctly. Performance increased with age, reaching over 90 percent for sixth graders.
- Third graders gave satisfactory answers to 65 percent of the questions aimed at assessing their understanding of the segments' underlying mathematical and problem-solving content. This is especially significant, because some of the material presented in the segments had not been covered in their mathematics classes. Again, performance increased with age, with sixth graders answering more than 80 percent satisfactorily.
- Children were able to extend the problem-solving principles presented to new situations. In some cases, they employed the same procedures used by the characters in the segments.

Problem-Solving and Understanding of Mathematical Concepts

The "Mathnet" format study focused on the dramatic detective serial spoof that appears in each episode; the study examined children's problem solving, understanding of mathematical concepts and ideas, and attitudes towards mathematics.¹⁷ The sample consisted of 86 third through sixth graders. Results indicate that:

- "Mathnet" episodes motivate children to engage in informal problem-solving. Children used skills such as identifying the problem, generating hypotheses, and interpreting evidence that either supports or disproves their theories.
- Youngsters recalled many instances of mathematics on the show, and displayed relatively good understanding of why they were used in the stories.

¹⁶ Tina Peel, Alex Rockwell, Edward Ertz, and Kate Gomer, SQUARE ONE TELEVISION: The Comprehension and Problem-Solving Study Final Report (New York: Children's Television Workshop, July, 1987).

¹⁷ Leona Schaeble, Tina Peel, Carol Sauerhaft, and Linda Krutner, The "Mathnet" Format on SQUARE ONE: Children's Informal Problem-Solving, Understanding of Mathematical Concepts and Ideas and Attitudes About Mathematics (New York: Children's Television Workshop, April, 1987).

SUMMARY

Television reaches millions of children every day, successfully bringing many of them educational opportunities they otherwise would not receive. To date, that education has included giving children a head start on the educational challenges they will face when they enter school, a grounding in basic phonetic skills, an introduction to scientific and mathematical reasoning, and the motivation to learn more. Research efforts at CTW and elsewhere continue to demonstrate that the power of television, so widely recognized in politics, advertising, entertainment and journalism, applies to education as well, when the programming is produced with equivalent professionalism.

Senator COCHRAN. With that, the hearing is adjourned.
[Whereupon, at 12:00 p.m., the committee adjourned.]

PUBLIC LAW 102-545—OCT. 27, 1992

READY TO LEARN ACT

PS 022897

Public Law 102-545
102d Congress

An Act

Oct. 27, 1992
[S. 3134]

To expand the production and distribution of educational and instructional video programming and supporting educational materials for preschool and elementary school children as a tool to improve school readiness, to develop and distribute educational and instructional video programming and support materials for parents, child care providers, and educators of young children, to expand services provided by Head Start programs, and for other purposes.

Ready to Learn
Act.
20 USC 2701
note.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Ready to Learn Act".

20 USC 3161
note.

SEC. 2. PURPOSE.

It is the purpose of this Act to—

(1) expand the availability of educational and instructional video programming and supporting educational resources for preschool and elementary school children and their parents as a tool to improve school readiness and literacy; and

(2) to develop and distribute educational and instructional video programming and support materials for parents, child care providers, and educators of young children.

SEC. 3. READY TO LEARN PROGRAMS.

The Elementary and Secondary Education Act of 1965 is amended by adding after part F of title IV the following:

"PART G—READY TO LEARN TELEVISION

20 USC 3161.

"SEC. 4701. READY TO LEARN.

"(a) IN GENERAL.—The Secretary is authorized to enter into contracts, cooperative agreements, or grants with entities described in section 4702(b) to develop, produce, and distribute educational and instructional video programming for preschool and elementary school children and their parents in order to facilitate the achievement of the national education goals.

"(b) AVAILABILITY.—In making such contracts, cooperative agreements, or grants, the Secretary shall ensure that recipients make programming widely available with support materials as appropriate to young children, their parents, child care workers, and Head Start providers to increase the effective use of such programming.

20 USC 3161a.
Contracts.

"SEC. 4702. EDUCATIONAL PROGRAMMING.

"(a) AWARDS.—The Secretary shall award contracts, cooperative agreements, or grants to eligible entities to—

"(1) facilitate the development directly or through contracts with producers of children and family educational television programming, educational programming for preschool and elementary school children, and accompanying support mate-

rials and services that promote the effective use of such programming; and

"(2) contract with entities (such as public broadcasting entities and those funded under the Star Schools Assistance Act) in order that programs developed under this section are disseminated and distributed to the widest possible audience appropriate to be served by the programming by the most appropriate distribution technologies.

"(b) ELIGIBLE ENTITIES.—To be eligible to receive a contract, cooperative agreement, or grant under subsection (a), an entity shall be—

"(1) a nonprofit, nongovernmental entity able to demonstrate a capacity for the development and distribution of educational and instructional television programming of high quality for preschool and elementary school children; and

"(2) able to demonstrate a capacity to contract with the producers of children's television programming for the purpose of developing educational television programming of high quality for preschool and elementary school children.

"(c) CULTURAL EXPERIENCES.—Programming developed under this section shall reflect the recognition of diverse cultural experiences and the needs and experiences of both boys and girls in engaging and preparing young children for schooling.

"SEC. 4703. DUTIES OF SECRETARY.

20 USC 3161b.

"The Secretary is authorized—

"(1) to establish and administer a Special Projects of National Significance program to award contracts, cooperative agreements, or grants to public and nonprofit private entities, or local public television stations or such public television stations that are part of a consortium with one or more State educational agencies, local educational agencies, local schools, institutions of higher education, or community-based organizations of demonstrated effectiveness, for the purpose of—

"(A) addressing the learning needs of young children in limited English proficient households, and developing appropriate educational and instructional television programming to foster the school readiness of such children;

"(B) developing programming and support materials to increase family literacy skills among parents to assist parents in teaching their children and utilizing educational television programming to promote school readiness; and

"(C) identifying, supporting, and enhancing the effective use and outreach of innovative programs that promote school readiness;

"(2) to establish within the Department a clearinghouse to compile and provide information, referrals and model program materials and programming obtained or developed under this part to parents, child care providers, and other appropriate individuals or entities to assist such individuals and entities in accessing programs and projects under this part; and

"(3) to develop and disseminate training materials, including—

"(A) interactive programs and programs adaptable to distance learning technologies that are designed to enhance knowledge of children's social and cognitive skill development and positive adult-child interactions; and

“(B) support materials to promote the effective use of materials developed under paragraph (2); among parents, Head Start providers, in-home and center based day care providers, early childhood development personnel, and elementary school teachers, public libraries, and after school program personnel caring for preschool and elementary school children;

“(4) coordinate activities with the Secretary of Health and Human Services in order to—

“(A) maximize the utilization of quality educational programming by preschool and elementary school children, and make such programming widely available to federally funded programs serving such populations; and

“(B) provide information to grantees of Federal programs that have major training components for early childhood development, including Head Start, Even Start, and State training activities funded under the Child Care Development Block Grant Act of 1990 regarding the availability and utilization of materials developed under paragraph (3) to enhance parent and child care provider skills in early childhood development and education.

20 USC 3161c.

“SEC. 4704. APPLICATIONS.

“Each eligible entity desiring a contract, cooperative agreement, or grant under section 4701 or 4703 shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

20 USC 3161d.

“SEC. 4705. REPORTS AND EVALUATION.

“(a) **ANNUAL REPORT TO SECRETARY.**—An entity receiving funds under section 4701 shall prepare and submit to the Secretary an annual report which contains such information as the Secretary may require. At a minimum, the report shall describe the program activities undertaken with funds received under this section, including—

“(1) the programming that has been developed directly or indirectly by the entity, and the target population of the programs developed;

“(2) the support materials that have been developed to accompany the programming, and the method by which such materials are distributed to consumers and users of the programming;

“(3) the means by which programming developed under this section has been distributed, including the distance learning technologies that have been utilized to make programming available and the geographic distribution achieved through such technologies; and

“(4) the initiatives undertaken by the entity to develop public-private partnerships to secure non-Federal support for the development and distribution and broadcast of educational and instructional programming.

“(b) **REPORT TO CONGRESS.**—The Secretary shall prepare and submit to the relevant committees of Congress a biannual report which includes—

“(1) a summary of the information made available under section 4702(a);

“(2) a description of the training materials made available under section 4703(3), the manner in which outreach has been

conducted to inform parents and child care providers of the availability of such materials, and the manner in which such materials have been distributed in accordance with such section.

"SEC. 4706. AUTHORIZATION OF APPROPRIATIONS.

20 USC 3161e.

"(a) IN GENERAL.—There are authorized to be appropriated to carry out this part, \$25,000,000 for fiscal year 1993, and such sums as may be necessary for fiscal year 1994. Not less than 60 percent of the amounts appropriated under this subsection for each fiscal year shall be used to carry out section 4702.

"(b) SPECIAL PROJECTS.—Of the amount appropriated under subsection (1) for each fiscal year, at least 10 percent of such amount shall be utilized in each such fiscal year for activities under section 4703(1)(C).

"SEC. 4707. ADMINISTRATIVE COSTS.

20 USC 3161f.

"With respect to the implementation of section 4702, entities receiving a contract, cooperative agreement, or grant from the Secretary may use up to 5 percent of the amounts received under such section for the normal and customary expenses of administering the contract, cooperative agreement, or grant.

"SEC. 4708. DEFINITION.

20 USC 3161g.

"For the purposes of this part, the term 'distance learning' means the transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications."

Approved October 27, 1992.

LEGISLATIVE HISTORY—S. 3134:

CONGRESSIONAL RECORD, Vol. 138 (1992):

Oct. 1, considered and passed Senate.

Oct. 5, considered and passed House, amended.

Oct. 7, Senate concurred in House amendment.

